Stanford in the Vale Primary School

Curriculum Progression Document





Our Key Drivers

Our Key Drivers

1. Spiritual Diversity We welcome everyone and this is reflected in our curriculum. We recognise Stanford is not richly diverse so our curriculum ensures the children go beyond their everyday experiences. We are respectful to all and celebrate diversity – knowing that we are always stronger together!

2. Communities & Environment Inclusion is a huge part of who we are and we forge a strong sense of community and belonging. Our curriculum is bespoke and meaningful with strong threads about our locality and its needs, together with many opportunities to develop global awareness staying future focused on how we can make a difference in our world. We celebrate our local area with lots of first-hand experiences.

3. Life Skills We focus on building happy humans. Humans who are adaptable and resilient and who have the practical tools and habits needed to be able to grow, to take care of themselves and to make connections in a world that is constantly changing. We encourage children to produce work of high quality, take pride in themselves and develop the desire to be the very best that they can.

4. Personal, Social & Emotional Well Being Happiness, mental health and well-being comes first for children and staff so there is a strong emphasis on physical health and activity together with personal development, mindfulness and gratitude practices.



Our Vision

Working together, Achieving together

At Stanford in the Vale CE Primary School, we aim for everybody to flourish in a loving community by 'working together to achieve together', with all achieving their individual potential to be the best they can be through the values of Love, Hope and Community.

Our vision is linked to the story of Nehemiah and the Building of the Wall (Nehemiah 3:1-32) and was picked because it clearly shows the significance of our key values of Love, Hope and Community.

Anyone seeing the plans of Jerusalem then, or now, would recognise what a huge undertaking it would have been to repair the gates and the walls. However, it is recorded that Nehemiah and his workers completed the task in just 52 days! The reason they were able to do this is that each member was responsible for a specific task, which they were skilled in, and each was committed to following out their bit, using their best endeavours, strengths, and skills to perform their particular task, thereby enabling the whole project to be achieved in 52 days by working together.

The story of Nehemiah has huge lessons in leadership and collaboration. It also teaches us lessons about ensuring people are treated fairly and, that whatever gifts our children and community members may have individually, we need to share our skills and talents for the common good – to work together and achieve together!



Our Christian Values

Community

We are all members of the same family and if we combine our strength, work will be achieved and problems shared, celebrating the value of every individual in achieving our aims, regardless of gender, race, ability and beliefs. This is just like Nehemiah and the people who rebuilt the walls and gates in just 52 days. We are all needed and valued and each person is important to the whole.

Love

We love each other and all people of the world. We are patient, kind, helpful and trusting and never fail each other, valuing learning in a safe, happy, stimulating environment. This is just like Nehemiah when he heard his people were in trouble and rushed to their aid.

Hope

Hope gives us energy and helps us through difficult times, just like Nehemiah when he wanted to help his people but didn't know how to. He never gave up hope and eventually solved the problem. We believe we can make the world a better place by working together, supporting one another with our Christian ethos, whilst respecting spiritual beliefs of others.



Our Aims

1. We aim to enable every individual in the school community to reach their full potential and believe in themselves.
2. We aim to nurture each child to become a confident, independent learner, who is willing to take risks.
3. We aim to promote respect and acceptance of others through our Christian values and beliefs.
4. We aim to provide opportunities to develop life skills in a fun and enjoyable way.
5. We aim to make a positive contribution to the church, village and develop a sense of belonging to the wider world.
6. We aim to prepare our children for life beyond our school.
7. We aim to encourage our children to create a sustainable environment for the future.
8. We aim to be an exceptional school.



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Curriculum Intent

Our Curriculum meets the legal requirements of the Early Years Foundation Stage Curriculum and the Primary National Curriculum. It is delivered through high quality sequential, subject specific learning. The themes of Community, Global Learning and Christian Values weave throughout our curriculum. Each child's unique gifts are recognised and nurtured in order to prepare them to be educated with the knowledge to become successful citizens in a global world.



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Curriculum Implementation

The principle of our curriculum is to teach all pupils through a mastery approach. This provides them with the opportunity to keep up with the pace of learning and gaps are addressed immediately. Teaching for mastery means that all pupils are taught together as a whole class through a high-quality inclusive teaching approach.

Our curriculum:

- Meets the needs of individual pupils.
- Ensures all our pupils are exposed to the whole curriculum.
- Is scaffolded and resourced in a way to make it accessible for all to learn.
- Allows retrieval of prior learning, exposure, production, then lots of practise.
- Allows our children the opportunity to record their work and externalise their thinking.
- Encourages the development of fluency over time.
- Encourages independence and resilience to deal with complexity and new contexts.
- Teaches all pupils the same objective through scaffolding and challenge.
- Allows all children to achieve some degree of mastery.
- Ensures children will work at broadly the same pace, with gaps being plugged immediately.
- Ensures oracy is key.
- Exposes pupils to an environment enriched with subject specific vocabulary.
- Ensures formative assessment is key.

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Curriculum Impact

The impact of the curriculum is monitored through triangulation of outcomes: pupil voice, assessment/data outcomes, planning, monitoring of books and displays, learning visits, discussions with teaching staff, pupils and parents.

Pupils leave Stanford in the Vale CE Primary School with a secure understanding of the academic content; with the understanding of how to be socially, morally, spiritually and culturally responsible and aware; how to make positive contributions to the local community and how to endeavour to be the best that they can be. We aim for all of our children to leave Stanford respectful, knowledgeable, ambitious and with a thirst for life and all it has to offer.

Stanford in the Vale Primary School

Behaviour Curriculum





Our Behaviour Curriculum

Love, Hope, Community

We develop children's character through the 'Stanford Way' curriculum. In order to build character, we define the behaviours and habits that we expect children to demonstrate. We want to support children to grow into polite, respectful and grateful adults who think about others before themselves. We believe that, as pupils practise these behaviours over time, they become habits that positively shape how they feel about themselves and how other people perceive them.

The curriculum is taught explicitly during the first week in the Autumn term so that the children can recall the information and act upon it. At the start of each new term, it is revisited and then continually reinforced throughout the year. Staff will also demonstrate these behaviours and ensure children have many opportunities to practise these. By doing so we support each other to create a culture where pupils feel safe, are able to learn in an optimised environment and where teachers are free to focus on their teaching.

There are three behaviour expectations in school. These are the 3 R's:

- Be respectful
- Be responsible
- Be ready to learn

Be Respectful	Be Responsible	Be Ready to Learn
Say please and thank you Hold doors open for people Walk quietly through corridors Talk kindly to others Say good morning / afternoon Respect others' right to learn Respect all property Use a calm and polite tone of voice Follow adult instruction	Complete homework on time Remember to bring equipment to school Wear correct school uniform / PE kit Tidy your own workspace and classroom Accept responsibility and say sorry Complete neatly presented work	Sit still Listen carefully to everyone Give the staff your full attention Work hard on tasks given Be in the right place at the right time

Our Routines

- Our staff use a **silent signaller** to gain attention – this is done by raising one hand or **count down from 5 to 1.** The children respond by sitting or standing up straight in silence.
- We walk around school using **smart walking** – this means facing forwards, walking in a straight line, hands behind back, without talking and not leaning on walls in our line order.
- We use **fantastic listening** in school – this means sitting or standing up straight, facing forward, hands together, tracking the speaker and respecting others.
- When speaking we **SHAPE our answers** – answers are in full **s**entences, **h**ands away from mouth, clearly **a**rticulated, **p**rojected voices and **e**yes on the speaker.
- We use **STEPS** to politeness – **S**urname and title, **T**hank You, **E**xcuse Me, **P**lease and **S**mile.
- We use our **BEST** presentation – **B**est joined handwriting, **E**very piece of work has a date and WALT that are underlined, **S**tart at the margin, **T**hrough mistakes put a line.

Arriving at school at the beginning of the day

Know that we arrive on time to school in school uniform, school PE kit or school Nature School kit.

Know that we walk calmly to our classrooms.

Know that we greet everyone with a smile and a 'good morning'.

Know that we hang our coats up, put our lunchboxes on the trolley and water bottle in the box.

Know that once we enter the classroom, we do not leave again unless we have asked a member of staff.

Know that we sit down in our seat/carpet space as soon as we have entered the classroom and listen calmly to the music and complete a calming morning activity.

Playtime Behaviour

Know that we must walk from our classroom to the playground/field sensibly.

Know that we must play safely without hurting anyone.

Know that we do not 'play fight' because we may hurt someone by accident.

Know that we must be kind, by including people in our games and sharing equipment.

Know that someone who is kind behaves in a gentle, caring, and helpful way towards other people.

Know that, when signalled, we must be ready to come back to class sensibly.

Know that we must walk back to our classroom sensibly.

Lunchtime

Know that we use Smart Walking when walking to the hall.

Know that we collect our food and sit down straight away.

Know that we should use a normal talking volume when in the hall. We should not be raising our voice.

Know that we should use a knife and fork correctly.

Know that we use good manners by saying 'please' and 'thank you' when someone gives us our food or a drink.

Know that we should not leave our seat once we have sat down.

Know that once we have finished, we clear any rubbish from our table and empty any left over food into the correct bin.

Know that once we have finished, we wait until a member of staff raises their hand.

Know that once a member of staff raises their hand and we have finished our food, we stand behind our chair until dismissed.

Know that we use Smart Walking when walking from the dining hall to the playground/field.

Completing work in books

Know that we should always work on the next available page unless told otherwise.

Know that all work needs a date and WALT label.

Know that we should always write neatly and clearly, with joined up handwriting (when appropriate).

Know that we should always start working from the margin.

Know that in maths we should use one digit per box using pencil only.

Know that in maths we should always leave a one square space between calculations.

Know that whenever drawing lines, we should use a ruler.

Know how to correct mistakes by drawing a straight line through your work.

End of the day routine

Know that we must stay in a sensible line while walking to our meeting point on the playground.

Know that we must stay with staff at the meeting point until we are dismissed.

General classroom expectations

Know that we should not be leaving our seat/carpet space during active teaching.

Know that we should be using the toilet at break and lunchtime so as not to interrupt learning time.

Know that we should not have any objects on the table that distract us from our learning.

Know that it is our responsibility to keep our table clear from clutter.

Know that we have a responsibility to ensure that the classroom is kept tidy.

Know that we should not talk when the teacher is delivering a lesson or another pupil has been asked to talk, as this will stop myself and others from learning.

Attendance and Punctuality

Know that we must legally attend school every day.

Know that we must legally arrive at school on time every day.



Stanford School 'in class' promise

Love, Hope, Community

When we choose to follow The Stanford Way, we are rewarded with…	When we choose not to follow The Stanford Way, this will happen…
• Well done • Team point • Sticker • Visit to Mrs Willis for a Headteacher sticker • Believe and Achieve certificate • Whole class reward . Name on the recognition board	• Teacher reminders • Move to a different learning space • Catch up on missed learning at breaktime or lunchtime • Speak to parents and take work home to complete

Stanford in the Vale Primary School

Curriculum Overview



Curriculum Progression Document

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	**All About Me** *Who am I and who are my family?*	**Let's Celebrate** *How do people celebrate at this time of year?*	**Now and Then** *What toys did my family have when they grew up?*	**Growing** *What grows in our garden?*	**Amazing Animals** *What is amazing about animals around the World?*	**People who help us** *What superpowers do people have?*
Year 1	**Seasons / Weather** *How do I know what season it is?*	**Stanford in the Vale** *What is in our village?*	**Our School** *I wonder if I would have liked Stanford School a long time ago?*	**Transport** *How has transport changed over time?*	**Castles – Kings and Queens** *Who lives in a Castle?*	**The Seaside** *Why isn't there a beach in Stanford?*
Year 2	**Hot and Cold Climates** *Would you rather live in a hot desert or cold desert?*	**Communication** *How has keeping in touch changed in the last 100 years?*	**The United Kingdom** *What makes the UK a great place to visit?*	**Kenya** *How does Nairobi compare to Stanford in the Vale?*	**Brunel** *Who was Isambard Kingdom Brunel and why was he famous?*	**Great Fire of London** *Who was to blame for the Great Fire of London?*
Year 3	**Stone Age-Iron Age** *How did life change from stone age to iron age?*	**From Normandy to Oxfordshire** *Would I rather live in Oxfordshire or Normandy?*	**The Romans** *What did The Romans do for us?*	**Plants** *How do all parts of a plant work together?*	**London** *Why would you want to live in London?*	**Light & Shadows** *How are shadows useful?*
Year 4	**Rivers and the Water Cycle (focus on the River Thames)** *Where does our water come from?*	**Electricity** *How does flipping a switch turn on a light bulb?*	**Anglo-Saxons** *What made King Alfred 'great'?*	**Volcanoes & Earthquakes** *Could you live near a volcano or earthquake zone?*	**Vikings** *Were the Vikings ruthless killers or peaceful settlers?*	**Countries in Europe (Traditional Foods)** *Where would you rather visit Scandinavia or The Mediterranean?*
Year 5	**Ancient Egypt** *Why was the Nile the source of Ancient Egypt's success?*	**Earth and Space** *Why is the Earth's position in the solar system important?*	**Our Changing World – Environmental** *Are our actions damaging the World we share?*	**Properties and changes of Materials** *Why can't we always reverse changes to materials?*	**Ancient Greece** *What did the Ancient Greeks do for us today?*	**Greece - today – trade links / economic activity** *I wonder why Greece is a popular tourist destination?*
Year 6	**WWII** *What was it like to be a child during WWII?*	**North America** *How do the human and physical features of North America shape the lives of people who live there?*	**Evolution and Inheritance** *How do fossils provide evidence that living things have changed over time?*	**The Ancient Maya** *Savages or Civilised? What were the Ancient Maya really like?*	**South America** *Why are the South American rainforests key to earth's survival?*	**Reach for the Stars** *What makes a great performance?*

Stanford in the Vale Primary School

Art and Design



Curriculum Progression Document

Art and Design - Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	**All About Me** Who am I and who are my family?	**Let's Celebrate** How do people celebrate at this time of year?	**Now and Then** What toys did my family have when they grew up?	**Growing** What grows in our garden?	**Amazing Animals** What is amazing about different animals?	**Welcome to Our World** How is life different around the world?
	Draw a self portrait focussing on enclosing lines and colour choice.	Use different textures and materials to make firework pictures.	Talk about and explore the work of a famous artist.	Make different textures and patterns using different colours through rubbings.	Combine mixed materials via collage to create animals	Talk about and explore the work of a famous artist.
Year 1			**Our School** *I wonder if I would have liked Stanford School a long time ago?*	**Transport** *How has transport changed over time?*	**Castles – Kings and Queens** *Who lives in a Castle?*	
			Observational drawing of various parts of the school using sketchbooks To take rubbings from various parts of the school to show texture. To create a collage of the school using rubbings.	Digital Art Find out about Mondrian and abstract art; Create art in the style of Mondrian using a relevant paint programme. To use paint programmes to show symmetry.	Create King/Queen students self-portraits using paint. To know what a portrait is and look at famous portraits. To know what a royal portrait artist is. To paint a portrait in a traditional style. Darren Baker	
Year 2	**Hot and Cold Climates** *Would you rather live in a hot desert or cold desert?*	**Communication** *How has keeping in touch changed in the last 100 years?*				**Great Fire of London** *Who was to blame for the Great Fire of London?*
	Hot and cold landscape collages To develop colour mixing skills To use different materials to recreate textures **Romare Bearden**	Printmaking To learn about repeated patterns To use overlapping colours and shapes **William Morris**				Sparks and Flames To use chalk to create flames. To use collage to create flames To use a variety of resources to create a 3-D picture. To create 3-D scenes. To use mixed media to create scenes

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		**From Normandy to Oxfordshire** *Would I rather live in Oxfordshire or Normandy?* Artists Study – French Artists Degas Cezanne Matisse Rousseau Van Gogh	**The Romans** *What did The Romans do for us?* Mosaics To understand the historical and cultural development of art forms mosaics To explore ideas to improve mastery of art and design techniques (printing). To develop their technique (of printing) including their control and use of materials (printing block, roller and tray). To produce more intricate surface patterns/ textures and use them when appropriate. To research and discover information on Roman mosaics and present it effectively. To design a central motif for a printed mosaic and to evaluate the finished piece.		**London** *Why would you want to live in London?* Famous London landmarks Charles Fazzino To be able to use Pop art techniques and layering to create a 3D cityscape. To create London cityscape landmark monoprints. To be able to replicate London cityscape photos using different mediums. To explore how to create reflections of London on water. To be able to create a London cityscape using any media of choice.	
Year 4	**Water** *Where does our water come from?* Monet's river Thames series To explore what Impressionism is and where and when it began. To explore some of Monet's landscape paintings with a focus on the River Thames series. To review the life and work of Claude Monet.			**Volcanoes & Earthquakes** *Could you live near a volcano or earthquake zone?* Hokusai To discuss pictures by Japanese artists and say which is my favourite and why. To know where mount Fuji is, and to be able to create a sketch of it. To be able to use pastels to create a copy of Hokusai's work To be able to draw a piece of work inspired by Hokusai. To be able to create a sketch book page for Hokusai.	**Vikings** *Were the Vikings ruthless killers or peaceful settlers?* Dragon's eyes Clay models To draw the human eye through observation. To explore the work of Jose Vergara. To use techniques learnt with the human eye to draw a dragons eye considering the change in colours and skin/scale texture. To create a model of a dragons eye using clay. To decorate a clay model.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5	**Ancient Egypt** *Why was the Nile the source of Ancient Egypt's success?*		**Our Changing World – Environmental** *Are our actions damaging the World we share?*		**Ancient Greece** *What did the Ancient Greeks do for us today?*	
	Egyptian To explore the work of Alaa Awad and Hassam Dirar. Papryus – drawing Egyptian Gods Scarab Beetles To explore Pharoah headdresses. To create a self portrait in the style of an Egyptin Pharaoh		Art using recyclable materials Printing using recycled materials Michelle Reader		Greek pottery To explore historical vase designs. To find out about vase designers and begin to design your own vase To develop control of tools and techniques. To be able to make a clay vase. To decorate vases. To be able to evaluate a finished product.	
Year 6	**WWII** *What was it like to be a child during WWII?*	**North America** *How do the human and physical features of North America shape the lives of the people who live there?*	**Evolution and Inheritance** *How do fossils provide evidence that living things have changed over time?*			
	WW2 Art To explore and discuss the work of WW2 artists To explore Lowry's figures and crowds in his paintings To explore colour mixing, tints, tones and shades. To explore the foreground, mid-ground and background of a landscape painting. Guernica Daniel Bernard Grey	Pop Art To create a piece of pop art To explore colour and shape Andy Warhol Roy Lichtenstein Peter Blake	Digital Art Photography Silhouette portraits			



Curriculum Progression Document

Art and Design Progression

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Developing Ideas0	Look and talk about what they have produced, describing simple techniques and media used.	Start to record simple media explorations in a sketch book.	Use a sketchbook to plan and develop simple ideas. Use a sketchbook to plan and develop simple ideas Build information on colour mixing, the colour wheel and colour spectrums. Collect textures and patterns to inform other work.	Use a sketchbook to record media explorations and experimentations as well as try out ideas, plan colours and collect source material for future works. Use a sketchbook to record media explorations and experimentations as well as planning and collecting source material for future works. Identify interesting aspects of objects as a starting point for work. Use a sketch book to express feelings about a subject Make notes in a sketch book about techniques used by artists Annotate ideas for improving their work through keeping notes in a sketch book	Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Express likes and dislikes through annotations Use a sketch book to adapt and improve original ideas Keep notes to indicate their intentions/purpose of a piece of work	Use sketchbooks Plan a sculpture through drawing and other preparatory work. Use the sketch book to plan how to join parts of the sculpture. Keep notes which consider how a piece of work may be developed further Use sketchbooks to collect and record visual information from different sources as well as planning, trying out ideas, plan colours and collect source material for future works. Adapt work as and when necessary and explain why.	Use sketchbooks to collect and record visual information from different sources as well as planning and colleting source material. Annotate work in sketchbook. Annotate work in sketchbook.
Drawing (pencil, charcoal, inks, chalk, pastels, ICT software)	Enjoy using graphic tools, fingers, hands, chalk, pens and pencils. Use and begin to control a range of media. Draw on different surfaces and coloured paper. Produce lines of different thickness and tone using a pencil. Start to produce different patterns and textures from observations, imagination and illustrations.	Experiment with a variety of media; pencils, rubbers, crayons, pastels, felt tips, charcoal, pen, chalk. Begin to control the types of marks made with the range of media. Draw on different surfaces with a range of media. Develop a range of tone using a pencil and use a variety of drawing techniques such as: hatching, scribbling, stippling, and blending to create light/ dark lines.	Continue to investigate tone by drawing light/dark lines, light/dark patterns, light/dark shapes using a pencil. Draw lines/marks from observations. Demonstrate control over the types of marks made with a range of media such as crayons, pastels, felt tips, charcoal, pen, chalk. Understand tone through the use of different grades of pencils (HB, 2B, 4B)	Develop intricate patterns/ marks with a variety of media. Demonstrate experience in different grades of pencil and other implements to draw different forms and shapes. Begin to show consideration in the choice of pencil grade they use	Develop intricate patterns using different grades of pencil and other implements to create lines and marks. Draw for a sustained period of time at an appropriate level. Experiment with different grades of pencil and other implements to achieve variations in tone and make marks on a range of media. Have opportunities to develop further drawings featuring the third dimension and perspective. Further develop drawing a range of tones, lines using a pencil. Include in their drawing a range of technique and begin to understand why they best suit. Begin to show awareness of representing texture through the choice of marks and lines made Attempt to show reflections in a drawing Begin to use media and techniques (line, tone, colour) to show representation of movement in figures and forms.	Work in a sustained and independent way to create a detailed drawing. Develop a key element of their work: line, tone, pattern, texture. Use different techniques for different purposes i.e. shading, hatching within their own work. Start to develop their own style using tonal contrast and mixed media. Begin to develop an awareness of composition, scale and proportion in their paintings. Use drawing techniques to work from a variety of sources including observation, photographs and digital images. Develop close observation skills using a variety of view finders.	Work in a sustained and independent way to develop their own style of drawing. This style may be through the development of: line, tone, pattern, texture. Draw for a sustained period of time over a number of sessions working on one piece. Use different techniques for different purposes i.e. shading, hatching within their own work, understanding which works well in their work and why. Develop their own style using tonal contrast and mixed media. Have opportunities to develop further simple perspective in their work using a single focal point and horizon. Develop an awareness of composition, scale and proportion in their paintings.
Vocabulary	Thin Thick Light Dark Strong Soft Hard	Thick Thin Light Dark Shading Tone Broad Narrow Fine Pattern Line Shape Detail Nature	Thick Thin Soft Broad Narrow Fine Pattern Line Shape Detail Nature Comparison Still life	Frame Position Boundary Label Line Symbol Practical Impractical Change Improve	Plan Distance Direction Position Form Texture Tone Weight Pressure Portrait Appearance Character Personality	Viewpoint Distance Direction Angle Perspective Modify Bird's eye view Alter Interior Exterior Natural form Vista Panorama Image Subject Portrait Expression Personality	Action Balance Direction Dynamic Imbalance Movement Poised Transition Viewpoint

Painting	Enjoy using a variety of tools including different size/ size brushes and tools i.e. sponge brushes, fingers, twigs. Recognise and name the primary colours being used. Mix and match colours to different artefacts and objects. Explore working with paint on different surfaces and in different ways i.e. coloured, sized and shaped paper.	Experiment with paint media using a range of tools, e.g. different brush sizes, hands, feet, rollers and pads. Explore techniques such as lightening and darkening paint without the use of black or white. Begin to show control over the types of marks made. Paint on different surfaces with a range of media. Name the primary colours and start to mix a range of secondary colours, moving towards predicting resulting colours.	Begin to control the types of marks made in a range of painting techniques e.g. layering, mixing media, and adding texture. Understand how to make tints using white and tones by adding black to make darker and lighter shades. Build confidence in mixing colour shades and tones. Understand the colour wheel and colour spectrums. Be able to mix all the secondary colours using primary colours confidently. Continue to control the types of marks made with the range of media. Use a suitable brush to produce marks appropriate to work. E.g. small brush for small marks	Use a range of brushes to demonstrate increasing control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Use light and dark within painting and begin to explore complimentary colours. Mix colour, shades and tones with increasing confidence. Become increasingly confident in creating different effects and textures with paint according to what they need for the task. Understand how to create a background using a wash	Confidently control the types of marks made and experiment with different effects and textures including blocking in colour, washes, thickened paint creating textural effects. Start to develop a painting from a drawing. Begin to choose appropriate media to work with. Use light and dark within painting and show understanding of complimentary colours. Mix colour, shades and tones with increasing confidence. Work in the style of a selected artist (not copying).	Confidently control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix and match colours to create atmosphere and light effects. Mix colour, shades and tones with confidence building on previous knowledge. Start to develop their own style using tonal contrast and mixed media.	Work in a sustained and independent way to develop their own style of painting. This style may be through the development of: colour, tone and shade. Purposely control the types of marks made and experiment with different effects and textures inc. blocking in colour, washes, thickened paint creating textural effects. Mix colour, shades and tones with confidence building on previous knowledge. Understanding which works well in their work and why.
Vocabulary	Light Dark Bright, Dull Colourful	Blend Bright Primary Secondary Warm Vibrant Deep	Blend Bright Primary Secondary Warm Vibrant Deep Tone Shading Pointillism Colour wash	Abstract Natural Bold Delicate Detailed Colour descriptors e.g. scarlet, crimson, emerald, eau de nil, turquoise Watery Intense Strong Opaque Translucent Wash Tint Shade Background Foreground Middle ground	Representational Natural Swirling Stippled Transparent Opaque Foreground Background Middle ground Horizon	Traditional Representational Imaginary Modern Abstract Impressionist Stippled Splattered Dabbed Scraped Dotted Stroked Textured Flat Layered Opaque Translucent Intense	Still life Traditional Modern Abstract Imaginary Natural Made Inanimate Composition Arrangement Complimentary Tonal Shading
3-D	Enjoy using a variety of malleable media such as clay, papier mache, salt dough. Impress and apply simple decoration. Cut shapes using scissors and other modelling tools. Build a construction/ sculpture using a variety of objects e.g. recycled, natural and manmade materials.	Experiment in a variety of malleable media such as clay, papier-mache, salt dough, modroc. Shape and model materials for a purpose (e.g. a pot, tile) from observation and imagination. Continue to manipulate malleable materials in a variety of ways including rolling, pinching and kneading. Impress and apply simple decoration techniques, including painting. Use tools and equipment safely and in the correct way.		Use equipment and media with confidence. Begin to show an awareness of objects having a third dimension and perspective. Learn to secure work to continue at a later date. Join two parts successfully. Make a slip to join to pieces of clay Construct a simple base for extending and modelling other shapes. Use a sketchbook to plan, collect and develop ideas. To record media explorations and experimentations as well as try out ideas. Produce more intricate surface patterns/ textures and use them when appropriate. Produce larger ware using pinch/ slab/ coil techniques. Use language appropriate to skill and technique		Work in a safe, organised way, caring for equipment. Secure work to continue at a later date. Show experience in combining pinch, slabbing and coiling to produce end pieces. Develop understanding of different ways of finishing work: glaze, paint, polish Use recycled, natural and manmade materials to create sculptures, confidently and successfully joining. Solve problems as they occur. Use language appropriate to skill and technique.	
Vocabulary	Sculpture Fold Bend Clay	Sculpture Structure Assemble Construct Model Fold Bend Attach Statue Stone Metal Curve Form Clay Impress Texture		Viewpoint Detail Decoration Natural Form Texture Two-dimensional Three-dimensional Composition Profile Stylised Proportion Decoration Ornate Symbolic Perspective		Realistic Proportion Surface texture Balance Scale Relationship Transform Movement Rhythm Composition Structure Construct Flexible Pliable Hollow Solid Surface Plane Angle Slip Attachment Relief	

Printmaking	Enjoy taking rubbings: leaf, brick, coin. Simple pictures by printing from objects. Develop simple patterns by using objects. Enjoy using stencils to create a picture.	Continue to explore printing simple pictures with a range of hard and soft materials e.g. cork, pen barrels, sponge. Demonstrate experience at impressed printing: drawing into ink, printing from objects. Use equipment and media correctly and be able to produce a clean printed image. Make simple marks on rollers and printing palettes Take simple prints i.e. mono - printing. Experiment with overprinting motifs and colour.		Print simple pictures using different printing techniques. Continue to explore both monoprinting and relief printing. Demonstrate experience in 3 colour printing. Demonstrate experience in combining prints taken from different objects to produce an end piece.		Use tools in a safe way. Continue to gain experience in overlaying colours. Start to overlay prints with other media. Describe techniques and processes. Adapt their work according to their views and describe how they might develop it further. Develop their own style using tonal contrast and mixed media.	
Vocabulary	Print Repeat Patterns Shapes	Print Rubbing Smudge Image Reverse Shapes Surface Pressure Decoration Cloth Repeat Rotate Mon-print Two-tone print		Imprint Impression Mould Mon-print Background Pounce Marbling Surface Absorb Stencil Negative image Positive image Linear Register Block Manipulate Repeat Continuous Cylinder		Monotype Relief Printing plate Inking up Water-based Oil-based Overlap Etching Engraving Indentation Pressure Aesthetic Pattern Motif Rotation Reflection Symmetrical Repetition	
Texture, pattern, colour, line and tone	Enjoy playing with and using a variety of textiles and fabric. Decorate a piece of fabric. Show experience in simple weaving: paper, twigs. Show experience in fabric collage: layering fabric. Use appropriate language to describe colours, media, equipment and textures.	Investigate textures by describing, naming, rubbing, copying. Produce an expanding range of patterns and textures. Begin to understand how colours can link to moods and feelings in art.	Demonstrate experience in surface patterns/ textures and use them when appropriate. Investigate textures and produce an expanding range of patterns. Use line and tone in different media to consider shape, shade, pattern and texture. Express links between colour and emotion.	Create textures and patterns with a wide range of drawing implements.	Experiment with different grades of pencil and other implements to achieve variations in tone. Use complimentary and contrasting colours for effect	Included tones and tints, light and shade becoming increasingly subtle as understanding and skill in using the techniques develops	Consider the use of colour for mood and atmosphere
Vocabulary	Cutting Weave Shapes Sticking Texture	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Overlap, Bumpy	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy	Cutting Shapes, Sticking, Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background	Cutting Shapes Sticking Texture Rough Soft Crunch Smooth Hard, Delicate Overlap Bumpy Uneven Positive Negative Foreground Middle ground Background

Stanford in the Vale Primary School

Computing





Curriculum Progression Document

Computing Progression Map						
Curriculum Coverage by unit – Purple Mash						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation	Use Purple Mash paint tools, cameras and role-play technology to create pictures and talk about themselves and their families.	Use Purple Mash Firework Pictures, Beebots and digital role-play technology to create celebration pictures, explore simple programming and talk about how (people communicate and celebrate.	Compare old and new technology and use iPads, cameras and Beebots to explore toys, take photographs and solve simple programming challenges.	Use cameras, iPads and Purple Mash pictograms to observe, record and talk about how plants grow over time.	Use computers, Beebots, cameras and digital media to explore animals from around the world and their habitats.	Explore how technology helps people in different jobs using Beebots, role-play technology, walkie-talkies and Purple Mash.
Year 1	Introduction to Purple Mash Creative Computing	Data Explorers	Creating and Following Instructions Technology around Us	Animated Stories	Coding	Making Beats
Year 2	Route Explorers The Internet	Creating Pictures	Spreadsheets	Question Making Music	Coding	Presenting Ideas
Year 3	Email	Route Planning	Branching Database	Spreadsheets	Coding	Touch Typing
Year 4	Animation	Logo Sound Stories	Effective Searching	Coding	Composing Beats	Introduction to AI
Year 5	Quizzing	Databases Word Processing	Spreadsheets	Coding	Game Creator	Micro bits
Year 6	Networks Graphing	Blogging Data Detectives	Coding	Spreadsheets	3D Modelling	Introduction to Python

Computer Science: Learning how computers and programs work — including algorithms, coding, and networks — so children can design, create and debug their own programs

Information Technology: Learning how to use a wide range of digital tools to create, organise and present content such as documents, media, data and designs.

Digital Literacy: Learning how to use technology safely, respectfully and responsibly, with an understanding of online safety, communication, and digital citizenship.



Curriculum Progression Document

Information Technology Progression

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Computer Science	• Explore cause and effect through floor robots, programmable toys and simple digital tools. • Follow and give simple instructions. • Begin to understand that technology follows commands.	• Create and follow simple algorithms and instructions. • Use block-based coding to create simple programs. • Understand that code controls actions and events. • Begin debugging simple errors.	• Develop and debug programs using sequencing and timers. • Build algorithms using directional commands. • Predict the outcomes of simple code. • Understand how coding controls objects and events.	• Design programs using repetition and inputs/outputs. • Use flowcharts to plan programs. • Test and debug increasingly complex code. • Apply coding skills using route planning and micro projects.	• Use selection, variables and loops within programs. • Create programs using Logo and micro technology. • Refine code through testing and evaluation. • Understand how hardware and software work together.	• Apply abstraction and decomposition when solving coding problems. • Use variables, functions and efficient code structures. • Design and evaluate games and simulations. • Program external devices and understand real-world applications of coding.	• Develop sophisticated programs using functions and Python. • Use control structures and flowcharts to solve problems. • Understand binary representation in computing systems. • Explain how networks and communication systems operate.
Information Technology	• Use tablets, cameras and simple software independently. • Create digital pictures, videos and recordings. • Use technology to communicate ideas and explore the world.	• Create digital artwork, stories and simple multimedia content. • Collect, sort and represent data using pictograms. • Use technology creatively to communicate ideas. • Create simple digital music.	• Create and edit digital images. • Use spreadsheets to organise information. • Collect, present and interpret data. • Create and present ideas using digital tools.	• Use email safely and effectively. • Create multimedia presentations. • Use spreadsheets to solve problems and analyse data. • Create and use branching databases.	• Design animations using a range of techniques. • Record, edit and publish digital audio. • Select appropriate tools for specific tasks. • Explore artificial intelligence and its uses.	• Create and interrogate databases. • Use spreadsheets to model real-life situations and make decisions. • Create professional documents using word processing tools. • Organise and present information using concept maps.	• Create blogs for specific audiences. • Design and evaluate 3D models. • Use spreadsheets to solve complex real-world problems. • Present and analyse data using a range of graphing tools.
Digital Literacy	• Recognise technology in everyday life. • Begin to understand how to use technology safely. • Know who to ask for help.	• Recognise technology at home, school and in the wider world. • Understand that personal information should be kept private. • Identify trusted adults who can help online. • Use technology respectfully.	• Understand how the internet helps us access information. • Recognise online risks and privacy concerns. • Communicate respectfully online. • Understand the importance of passwords.	• Use email safely and responsibly. • Recognise safe and unsafe online behaviours. • Understand online communication etiquette. • Begin to recognise misinformation.	• Evaluate whether online information is reliable. • Understand digital footprints and online reputation. • Recognise how search engines work. • Consider the impact of artificial intelligence.	• Critically evaluate online sources and digital content. • Understand copyright and ownership of digital content. • Understand how personal data is collected and used. • Demonstrate responsible online behaviour.	• Evaluate online information independently. • Understand ethical and legal responsibilities online. • Explain how technology impacts society and wellbeing. • Demonstrate informed digital citizenship.
	computer, tablet	algorithm, program, code	sequence, timer	repetition, input, output	selection, variable, network	abstraction, decomposition,	binary, protocol, network,

Stanford in the Vale Primary School

Design and Technology





Curriculum Progression Document

Design and Technology – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	**All About Me** *Who am I and who are my family?*	**Let's Celebrate** *How do people celebrate at this time of year?*	**Now and Then** *What toys did my family have when they grew up?*	**Growing** *What grows in our garden?*	**Amazing Animals** *What is amazing about different animals?*	**Welcome to Our World** *How is life different around the world?*
	Begin to use the language of designing and making, e.g. join, build and shape. Fine motor skills – scissors.	Learn how to use a range of tools, e.g. scissors, hole punch, stapler, woodworking tools, rolling pins, pastry cutters.	Joining materials – glue, tape, split pins etc	Begin to understand some of the tools, techniques and processes involved in food preparation.	Learn to construct with a purpose in mind. Selects tools and techniques needed to shape, assemble and join materials.	Begin to understand some of the tools, techniques and processes involved in food preparation. Children have basic hygiene awareness.
Year 1	**Seasons / Weather** *How do I know what season it is?*	**Stanford in the Vale** *What is in our village?*				**The Seaside** *Why isn't there a beach in Stanford?*
	Stable chairs To explore what chairs are and how they are used. To explore ways of making strong bases. To explore how to make a structure to support a chair. To be able to design your own chair. To be able to follow a plan to make a chair To be able to evaluate your finished chair.	Moving Pictures To explore the components, materials and features of moving pictures. To be able to explore different ways of joining and strengthening materials to create a moving picture, using a lever or slider. To be able to design a moving Christmas card. To be able to make a moving Christmas card according to a design. To be able to evaluate a finished product.				Seaside snacks To follow instructions to make sandwiches To make edible boats To make fruit sculptures To make edible cake decorations To create frozen seaside snacks To design a seaside picnic
Year 2			**The United Kingdom** *What makes the UK a great place to visit?*	**Kenya** *How does Nairobi compare to Stanford in the Vale? us?*	**Brunel** *Who was Isambard Kingdom Brunel and why was he famo*	
			Fabric Bunting To look at different uses for fabric. To understand what bunting is. To understand how bunting is constructed. To design, make and evaluate a piece of bunting.	Kenyan Food To prepare food of African origin safely and hygienically, measuring and weighing ingredients using measuring cups and digital scales. To understand where food comes from. To know what foods are healthy and what are unhealthy.	Moving pictures To explore and use mechanisms including levers and sliders. Moving trains To design, make and evaluate a train using wheels and axles.	

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Stone Age-Iron Age** *How did life change from Stone Age to Iron Age?*			**Plants** *How do all parts of a plant work together?*		**Light & Shadows** *How are shadows useful?*
	Seasonal Food To know how seasonal fruits in Britain are grown and processed. To understand why vegetables form an important part of a healthy and varied diet. To show what you have learned about eating seasonal food as part of a healthy, varied diet. To explore and evaluate a range of existing products Use the basic principles of a healthy and varied diet to prepare dishes			Sewn pouches To know about the properties and uses of a range of different fabrics To investigate natural and synthetic fabrics and how their uses changed fashion To understand the importance of recycling and reusing fabric To explore and practise different sewing stitches To design a small fabric pouch using specific criteria To make a small pouch using specific criteria		Pneumatics To investigate a variety of familiar objects that use air to make them work. To investigate techniques for making simple pneumatic systems. To be able to gather ideas for creating moving creature/tiy. To be able to design a creature/toy including a moving pneumatic system. To be able to make a creature/toy with a moving pneumatic part. To be able to evaluate a finished product.
Year 4		**Electricity** *How does flipping a switch turn on a light bulb?*	**Anglo-Saxons** What made King Alfred 'great'?			**Where would you rather visit Scandinavia or The Mediterranean?**
		Light up signs To investigate and analyse illuminated signs. To understand how LEDs may be used instead of traditional incandescent bulbs in series circuits. To develop ideas for a decorative illuminated sign. To select and use tools, equipment, materials and components to make the enclosure of a decorative illuminated sign. To construct a working circuit with one or more lights, and fit it in a decorative illuminated sign. To investigate ways in which computers can be used to program and control lights in a produc	Anglo Saxon helmets To research, plan, design, create and evaluate examples of different Saxon homes To follow a design brief to design their own helmet.			Italian/Spanish food To understand where food comes from. To understand the food groups. To explain why rice and pasta are staple foods. To prepare and cook Italian and Spanish dishes using a range of cooking techniques. To evaluate which countries food you preferred and why.

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 5		**Earth and Space** *Why is the Earth's position in the solar system important?* Levers Pulleys and gears To know how simple mechanisms such as levers, pulleys and gears work and how they make work easier. To know how to investigate and compare mechanical systems in real-world space applications (e.g. rovers, telescopes, launch systems). To know how to design and make a moving product that uses levers, pulleys or gears to solve a problem. To know how to test and evaluate a mechanical product and suggest improvements.		**Properties and changes of Materials** *Why can't we always reverse changes to materials?* Bread making To investigate and evaluate bread products according to their characteristics. To learn how bread products are an important part of a balanced diet and can be eaten in different ways. To find out which different ingredients are needed to make bread and how ingredients can be altered and mixed to create different effects. To be able to design a new bread product for a particular person or event. To be able to make bread based on a plan and design. To be able to evaluate a finished product.		**Greece - today – trade links / economic activity** *I wonder why Greece is a popular tourist destination?* Cam toys • Moving Greek figures To investigate toys with moving cam mechanisms To investigate different types of cam mechanisms. To investigate ways of strengthening structures for a moving toy. To be able to design a moving toy with a cam mechanism. To be able to follow a design to create a moving toy with a cam mechanism. To be able to evaluate a finished moving toy
Year 6				**The Ancient Maya** *Savages or Civilised? What were the Ancient Maya really like?* Mayan Masks Through research, identify the importance of masks in the Mayan's attire. To highlight and annotate all the good features of a Mayan masl To design our own mask choosing the audience - priest, craftsman or warrior. To make a mask. To evaluate a mask against the original criteria.	**South America** *Why are the South American rainforests key to earth's survival?* Gothic houses To design and create a gothic house with a moving part To evaluate their ideas and products against their own design criteria and consider the views of others to improve their work To understand and use electrical systems in their products To investigate ways of using electrical motors to create rotating parts	**Reach for the Stars** *What makes a good performance great?* Come Dine WIth Me To plan and prepare a balanced, three course menu using a range of seasonal ingredients To understand and apply the principles of a healthy and varied diet To prepare and cook a variety of predominantly savoury dishes using a range of cooking techniques To understand seasonality and know where and how a variety of ingredients are grown, reared, caught and processed. To design a meal with a hybrid flavour combination



Curriculum Progression Document

Design and Technology Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Cooking and Nutrition	To begin to understand some of the tools, techniques and processes involved in food preparation. Children to have basic hygiene awareness. Develop fine motor skills, cutting/chopping. Working as a team, sharing equipment. Develop social skills – food hygiene, food types and healthy eating.	Talk about what he/she eats at home and be able to identify healthy foods. Be able to say where some foods come from and give examples of food which is grown. Use simple tools with adult help/supervision to prepare food safely.	Understand the need for a variety of food in our diet. Understand that food has to be farmed, grown or caught. Use a wider range of cookery techniques to prepare food safely.	Talk about the different food groups and name food from each food group (science curriculum link). Understand that food has to be grown, farmed or caught in the UK, Europe and the wider world. Use a wider variety of ingredients and techniques to prepare and combine ingredients safely.	Understand what makes a healthy and balanced diet and that different food and drink provide different nutrients to keep our bodies healthy & active. Understand seasonality and the advantages of eating seasonal and locally produced food. Read and follow recipes which involve several processes, skills and techniques	Understand the main food groups & the specific nutrients that are important for health. Understand how a variety of ingredients are grown, reared, caught and processed to make them safe and palatable to eat. Select appropriate ingredients and use a wide range of techniques to combine them.	Confidently plan a series of healthy meals based on the principles of a healthy and varied diet. Use information on food labels to inform choices. Research, plan, prepare and cook a savoury dish applying his/her knowledge of ingredients and his/her technical skill.
Vocabulary	Fruit, vegetables, mixing, healthy, recipe, farming, growing, ingredients, pouring	healthy, unhealthy, source, fruit, vegetables, clean, safe, dirty, unsafe, amount, ingredients, recipe, weight, nutrients, vegetarian, dietary requirements		savoury, sweet, recipe, appearance, peeling, chopping, grating, mixing, spreading, kneading, baking, prepare, temperature, taste, texture, hygiene, safety, measure, gram, kilogram, heat/hot, oven, hob, cook, utensil		aroma, cooking time, temperature, storage, handling, recipe, nutrients, substitute, adapting, methods, prepare, cook, savoury, peeling, chopping, slicing, kneading, baking, melting, whisking, , rise, grating, dissolving, juicing, mixing, blending, seasonal, dietary, growing, requirements, reared, vegetarian, vegan, fishing	
Developing, planning and communicating ideas	Begin to use the language of designing and making for example join, build, shape. Learning about planning and how to come up with an idea but try to make it even better. Be able to talk about what they will make and how.	Create simple designs for a product. Use pictures and words to explain what he/she wants to do.	Design purposeful, functional and appealing products for himself/herself and other users based on given design criteria. Generate, develop, model and communicate his/her ideas through drawing, templates, mock-ups, and evidence of using ICT where appropriate.	Use knowledge of existing products to design his/her own functional products. Create designs using annotated sketches, cross sectional diagrams and simple computer programmes.	Use knowledge of existing products to design a functional and appealing product for a particular purpose and audience. Focus here on introduction to target markets. Create designs using exploded diagrams	Use his/her own market research or client investigation to inform the design of his/her own product. Create prototypes/mock ups to develop ideas and show working.	Use research he/she has done into famous designers to inform the design of his/her own innovative products. Generate and understand specifications. Generate, develop, model and communicate his/her ideas through discussion, annotated sketches, cross sectional diagrams, exploded diagrams, prototypes, pattern pieces and CAD (computer aided design).
Vocabulary	picture, drawing, use, plan, ideas, draw	purpose, develop, model, template, information, materials, mock up, function, product, media, appeal, prototype, audience		appeal, criteria, research, preference, purpose, intended user, parts, idea, needs and wants, product, annotate, sketch, prototype, patterns, annotations, notes, cross sections, drawings, sketches, realistic, decide, diagram, model		leisure, culture, enterprise, industry, surveys, interviews, appealing, fit for purpose, questionnaires, preference, individuals, groups, design features, needs, wants, functional, research, value, prototype, cross section, sketch, generate, model, develop, step by step, annotate, discuss, decisions, time, plans, guide, cost, resources, clarify, ideas, constraints	

Working with tools, equipment, materials and components to make quality products	To learn to construct with a purpose in mind. Be able to select tools and techniques needed to shape, assemble and join materials. To use tools carefully and safely with purpose. Junk modelling as a way of experimenting with construction with freedom. Explore materials when making, show freedom of experimenting.	Select and use a range of tools and equipment to perform practical tasks for example cutting, shaping, joining and finishing. Use a range of simple tools to cut and join materials safely.	Choose appropriate tools, equipment, techniques and materials from a wide range. Safely measure, mark out, cut and shape materials and components using a range of tools.	Safely measure, mark out, cut, assemble and join with some accuracy. Make suitable choices from a wider range of tools and unfamiliar materials and plan out the main stages of using them.	Use techniques which require more accuracy to cut, shape join and finish work. For example, cutting internal shapes and slots in framework structures. Use his/her own knowledge of techniques and the functional and aesthetic qualities of a range of materials and plan how to use them.	Make careful and precise measurements so that joints, holes and openings are in exactly the right place. Produce step by step plans to guide his/her making, demonstrating that he/she can apply their knowledge of different materials and processes	Apply his/her knowledge of materials and techniques to refine and rework his/her product to improve its functional properties and aesthetic qualities. Use technical knowledge and accurate skills to problem solve during the making process (QA and QC).
Vocabulary	Join, decorate, fabric, adapt Texture, (materials & tools specific to project)	equipment, material, fabric, thread, shape, glue, cut, fold, sew, staple, join, function, refine, mechanism, adhesive, template (Materials and tools specific to project)		Fastening, compartment, zip, stiffening, blanket stitch, embroidery, seam allowance, annotated, sketch, aesthetic, mock-up, functional, pleats, (materials & tools specific tom project) series circuit, fault, connection, battery, battery holder, bulb, wire, bulb holder, insulator, conductor, crocodile clip, control, program, system, input, output		design specification, investigate, innovative, wadding, reinforce, top stitch, exploded diagrams, hem, prototype, pattern pieces, (materials and tools specific to project), parallel circuit, toggle switch, push-to-make switch, push-to-break switch, motor, buzzer, monitor control, program, flowchart, design brief	
Evaluating processes and products	Begin to talk about changes made during the making process. What went well or not so well and why that may have been. Develop critical thinking.	Ask simple questions about existing products and products that he/she has made.	Evaluate and assess existing products and those that he/she has made using given design criteria.	Investigate and analyse existing products and those he/she has made considering the design brief and specification.	Consider how existing products and his/her own products might be improved and how they meet the needs of the user	Make detailed evaluations about existing products and his/her own products considering the views of others to improve their work.	Use his/her knowledge of famous designers to further explain the effectiveness of existing products and products he/she has made. Be able to evaluate against a specification.
Vocabulary	What went well, How can it be made better.	evaluate, improve, design, product, criteria, judge, materials, use, idea, improve, final, complete, like, change, dislike, next time, better, worse, different, instead.		criteria, evaluate, product, purpose, user, needs, design, construction, methods, strengths, areas for development, view, preference, reasons, improve, inventor, designer, manufacturer, products, names of inventors		suitable, manufacture, innovate, sustainability, construction, effective, designed, suitable, successful, improvement, intended, impact, materials, products, functional, investigate, methods, analyse, existing, strengths, areas for development, views, developing, criteria, improve, evaluate, quality, inventor, designer, manufacturer, inventors names, website	
Mechanisms and Construction	To learn how to use a range of tools including scissors, stapler, hole punch, rolling pins, pastry cutters. Learn how everyday objects work by dismantling them and investigating as a class. Use of technology box to get used to tools and what they are used for.	Build structures exploring how they can be made stronger and more stable. Explore and use levers.	Investigate different techniques for stiffening a variety of materials and explore different methods of enabling structures to remain stable.	Understand how pneumatic systems work. Strengthen frames using diagonal struts.	Understand and experiment with electrical systems and how they may link to their own products	Understand how to use more complex mechanical systems, use of cams. Build more complex 3D structures and apply his/her knowledge of strengthening techniques to make them stronger and more stable.	Understand how to use more complex electrical systems. Use a wide range of methods to strengthen, stiffen and reinforce complex structures and use them accurately and appropriately.
Vocabulary	experiment, change, tools, materials, use, make, build, join, shape, tools	slider, lever, pivot, slot, bridge, card, masking tape, paper fastener, join, pull, push, up, down, straight, curve, forwards, backwards, vehicle, wheel, axle, axle holder, cutting, joining, shaping, finishing, fixed, free, moving, tools,		tools, equipment, materials, function, construction, finishing, polishing, painting, smoothing, assemble, stages of making, measure, mark out, cutting, shaping, perimeter, slots, cut-outs, varnishing, sanding.		Pulley, drive belt, spindle, driver, follower, transmit, axle, exploded diagrams, design brief, engineering, survey	

Stanford in the Vale Primary School

English



Document created in collaboration with Julie Sargent



Curriculum Progression Document

English Progression Map						
Curriculum Coverage and Key Vocabulary						
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Basic Skills, grammar and Vocabulary	Basic sentence structure Phonics to the end of Level 4	See V,G and P doc Phonics to end of Level 5 (in appendices)	See V,G and P doc Phonics to end of Level 6 (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)	See V,G and P doc (in appendices)
Fiction	Retell and Innovate stories orally: • Stories of interest To write words and sentences based on stories that they have heard.	Retell and Innovate stories orally and in written form: • Traditional tale • Adventure story • Fairy tale Speech bubbles	Retell, innovate and invent stories: • Stories from other cultures • Adventure story • Alternative versions of traditional stories	Narrative – alternative versions • Viewpoint story • Overcoming fear story • Prequels and Sequels	Myths and legends Quest story Adventure story Introducing new characters/incidents to a story	Dilemma story Myths and legends Alternative viewpoints Comic strips/graphic novels Play scripts Sci-fi	Play scripts and dialogue Time slip/flashback Suspense story Dual narrative Adventure story
Non-fiction	Recount - orally talk about past events in their lives. Instructions - Orally explain how their made something or are going to make something. Non-Chronological Report - Write sentences to include facts. List writing Write cards	Recount • postcard • letter • trip • Instructions • sequence Non-Chronological Report • fact file Persuasion Information text • invitation	Non-Chronological Report • guide book • fact file Instructions • recipe Recount diary • trip • letter Persuasion • poster • Advert Newspaper Report	Non-Chronological Report Persuasion • letter • advert Explanation • science Recount • trip • diary Instruction • recipe	Explanation • science Instruction • recipe • experiments Recount • trip • diary Report • newspaper Persuasive • film review • book review	Persuasive • letter Balanced argument Debate Report • newspaper Explanation • science Future Recount • weather forecast Instructions • experiments • recipe	Recount • biography • magazine article Balanced argument Debate Persuasion • speech Instructions • how to make something Explanation • science Non-chronological Report



Curriculum Progression Document

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Poetry	Performing performing rhymes and poems Performing poems with repeated phrases Create and include actions	Listen to and discuss a wide range of poems. Learn to appreciate rhymes and poems, and to recite some by heart.	Listen to, discuss and express views about a wide range of contemporary and classic poetry. Recognise simple recurring literary language in stories and poetry. Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear. Participate in discussion about poems that are read to them and those that they can read for themselves, taking turns and listening to what others say. Explain and discuss their understanding of poems; both those that they listen to and those that they read for themselves. Write poetry.	Listen to and discuss a wide range of poetry. Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action. Discuss words and phrases that capture the reader's interest and imagination. Recognise some different forms of poetry [for example, free verse, narrative poetry].		Continue to read and discuss an increasingly wide range of poetry. Learn a wider range of poetry by heart. Prepare poems to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience.	
Writer's Craft	Sentence construction	Description • settings • people Scary sentences (intro to suspense)	Descriptions • settings • people • events Word power Show not tell	Opening techniques Endings Description • people • places • emotions Suspense Personification	Description • people • places • settings • emotions • events Dialogue Personification Characterisation Creating inference	Openings Endings Descriptions • people • places • settings • emotions • events Cliff hangers Dialogue Personification Characterisation Repetition	Opening techniques Endings Description • people • places • settings • emotions • events Cliff hangers Suspense Hyperbole (exaggeration) Foreshadowing Humour Flashbacks Dialogue Personification Characterisation Creating inference Repetition Contrast

Curriculum Progression Document

English Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Handwriting	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place	• sit correctly at a table, holding a pencil comfortably and correctly • begin to form lower-case letters in the correct direction, starting and finishing in the right place • form capital letters • form digits 0-9 • understand which letters belong to which handwriting 'families' (i.e. letters that are formed in similar way	• form lower-case letters of the correct size relative to one another • start using some of the diagonal and horizontal strokes needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • write capital letters and digits of the correct size, orientation and relationship to one another and to lower case letters • use spacing between words that reflects the size of the letters.	use the diagonal and horizontal strokes that are needed to join letters and understand which letters, when adjacent to one another, are best left unjoined • increase the legibility, consistency and quality of their handwriting [for example, by ensuring that the downstrokes of letters are parallel and equidistant; that lines of writing are spaced sufficiently so that the ascenders and descenders of letters do not touch].		write legibly, fluently and with increasing speed by: - choosing which shape of a letter to use when given choices and deciding whether or not to join specific letters - choosing the writing implement that is best suited for a task.	



Curriculum Progression Document

English Progression								
		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Poetry – Reading - Listen, discuss, respond		Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings	Listen and discuss a wide range of poems - Link to own experiences - Join in with predictable phrases - Appreciate rhymes and poems and recite some by heart - Discuss word meanings - Discuss significance of title and events - Participate in discussions	Listen to, discuss and express views about a wide range of contemporary and classic poetry - Recognise simple recurring literary language in poetry - Discuss and clarifying the meanings of words, linking new meanings to known vocabulary - Discuss their favourite words and phrases - Continue to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear - Participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say	Listen to and discuss a wide range of fiction, poetry - Read books (poems) that are structured in different ways and reading for a range of purposes - Identify themes and conventions in a wide range of books (poems) - Prepare poems to read aloud and to perform, showing understanding through intonation, tone, volume and action - Discuss words and phrases that capture the reader's interest and imagination - Recognise some different forms of poetry (for example, free verse, narrative poetry) - Participate in discussion about both books (poems) that are read to them and those they can read for themselves, taking turns and listening to what others say.		Continue to read and discuss an increasingly wide range of poetry - Read books (poems) that are structured in different ways and for a range of purposes - Increase familiarity with a wide range of books, (poems) from our literary heritage, and books (poems) from other cultures and traditions - Recommend books (poems) that they have read to their peers, giving reasons for their choices - Identify and discuss themes and conventions in and across a wide range of writing (poetry) - Make comparisons within and across books (poems) - Learn a wider range of poetry by heart - Prepare poems to read aloud/perform, showing understanding through intonation/tone/volume so that the meaning is clear to an audience - Participate in discussions about books (poems) that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously
Poetry – Reading - Understanding		Draw on background knowledge and vocabulary provided	Draw on background knowledge and vocabulary provided - Check text makes sense, correcting inaccurate reading - Infer and predict on the basis of what is said and done and has been ready so far - Explain understanding	Draw on what they already know or on background information and vocabulary provided by the teacher - Check that the text makes sense to them as they read and correct inaccurate reading - Make inferences on the basis of what is being said and done - Answer and ask questions - Explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	Check that the text makes sense to them, discussing their understanding and explaining the meaning of words in context - Ask questions to improve their understanding of a text - Draw inferences and justifying inferences with evidence - Identify main ideas drawn from more than one paragraph (verse) and summarising these - Identify how language, structure, and presentation contribute to meaning		Check that the book (poem) makes sense to them, discussing their understanding and exploring the meaning of words in context - Ask questions to improve understanding - Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence - Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas - Identify how language, structure and presentation contribute to meaning - Discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - Explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - Provide reasoned justifications for views.	

Poetry – Writing - Composition		Write sentences by: - saying out loud what they are going to write about - composing a sentence orally before writing it - sequencing sentences to form short narratives - re-reading what they have written to check that it makes sense Discuss what they have written with the teacher or other pupils Read aloud their writing clearly enough to be heard by their peers and the teacher. The national curriculum talks about composing sentences and sequences of sentences. Children could compose lines of poems and sequences of lines	Develop positive attitudes towards and stamina for writing by: - writing poetry Consider what they are going to write before beginning by: - planning or saying out loud what they are going to write about - writing down ideas and/or key words, including new vocabulary - encapsulating what they want to say, sentence by sentence Make simple additions, revisions and corrections to their own writing by: - evaluating their writing with the teacher and other pupils - re-reading to check that their writing makes sense and that verbs to indicate time are used correctly and consistently, including verbs in the continuous form - proof-reading to check for errors in spelling, grammar and punctuation [for example, ends of sentences punctuated correctly] - read aloud what they have written with appropriate intonation to make the meaning clear.	Plan writing by: - discussing writing (forms of poems) similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar - discussing and recording ideas Draft and write by: - composing and rehearsing sentences orally (including dialogue), progressively building a varied and rich vocabulary and an increasing range of sentence (line) structures - organising paragraphs (verses) around a theme Evaluate and edit by: - assessing the effectiveness of their own and others' writing and suggesting improvements - proposing changes to grammar and vocabulary to improve consistency Read aloud their own writing (poem), to a group or the whole class, using appropriate intonation and controlling the tone and volume so that the meaning is clear.	Plan their writing by: - identifying the audience for and purpose of the writing, selecting the appropriate form and using other similar writing as models for their own - noting and developing initial ideas, drawing on reading and research where necessary Draft and write by: - selecting appropriate grammar and vocabulary, understanding how such choices can change and enhance meaning Evaluate and edit by: - assessing the effectiveness of their own and others' writing - proposing changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Proof-read for spelling and punctuation errors Perform their own compositions, using appropriate intonation, volume, and movement so that meaning is clear.
Poetry - Writing - Vocabulary, grammar and punctuation		Leaving spaces - Joining words and clauses using and - Capital letters for names of people, places, days of week and the I	Explore exclamation marks, question marks, commas for lists, apostrophes (contraction and possessive) - Sentences with different forms: statement, question, exclamation, command - Expanded noun phrases to describe and specify [for example, the blue butterfly] - The present and past tenses correctly and consistently including the progressive form - subordination (using when, if, that, or because) and co-ordination (using or, and, or but)	Use a wider range of conjunctions, including when, if, because, although - Choose nouns or pronouns appropriately for clarity and cohesion and to avoid repetition (or repetition for effect) - Conjunctions, adverbs and prepositions to express time and cause - Indicate possession by using the possessive apostrophe with plural nouns - Paragraphs (verses) as a way to group related material - Expanded noun phrases	Use expanded noun phrases to convey complicated information concisely Use modal verbs or adverbs to indicate degrees of possibility Indicate grammatical and other features (as appropriate) by: - using commas to clarify meaning or avoid ambiguity in writing - using hyphens to avoid ambiguity - using brackets, dashes or commas to indicate parenthesis - using semi-colons, colons or dashes to mark boundaries between independent clauses - using a colon to introduce a list Layout devices

Narrative	Listen to and discuss stories drawing on what they already know or on background information and vocabulary provided by the teacher Say and write simple sentences.	Listen to and discuss stories drawing on what they already know or on background information and vocabulary provided by the teacher Discuss the significance of the title and events Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Say, compose and sequence sentences Re-read to check for sense Discuss writing with the teacher or other pupils Read writing out loud Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Listen, discuss and give views on a variety of stories Discuss the sequence of events and how they are related Retell an a variety of stories Develop vocabulary, linking to known words and discussing favourite words and phrases Make inferences on the basis of what is being said and done Predict what might happen on the basis of what has been read so far Write a narrative about experiences and those of others (real and fictional) Have a clear purpose for writing Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: commands, questions, exclamations) Noun phrases to describe (jagged rocks, majestic forest, tiring journey) Progressive form of verbs to mark actions in progress As appropriate: commas to separate items in a list Conjunctions (because, when, if, when, that, etc.) Adverbs of time to support sequence (first, then, after that, etc.) Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Listen to, read and discuss a range of stories and retell some orally Identify themes and conventions Discuss words and phrases that capture the reader's interest and imagination Drawing inferences such as inferring characters 'feelings, thoughts and motives from their actions, and justifying inferences with evidence Predict what might happen from details stated and implied Identify main ideas and summarising Discuss how language, vocabulary, structure, and presentation contribute to meaning Discuss stories similar to that which they are planning to write in order to understand and learn from its structure, vocabulary and grammar Discuss and record ideas in advance of writing Compose and rehearse sentences orally (including dialogue) building a varied and rich vocabulary Create settings, character and plot Evaluate own and other's writing by suggesting improvements Propose changes to grammar and vocabulary to improve consistency, including the accurate use of pronouns Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Reading and discuss and increasingly wide range of stories, including different structures and for a range of purposes Recommend stories, giving reasons for their choices Identify and discus themes and conventions across a wide range of writing Make comparisons with and across books Ask questions to improve understanding Explore meanings of words in context Draw inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence Predicting what might happen from details stated and implied Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Note and develop initial ideas, drawing on reading and research where necessary Consider how authors have developed characters and settings from what has been read, listened to or seen performed. Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Describe settings, characters and atmospheres and integrating dialogue to convey character and advance the action Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to enhance effects and clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors

Non-Fiction – Nonchronological Report	Listen and discuss a wide range of non-fiction and explain their understanding Say and write simple sentences.	Listen and discuss a wide range of non-fiction and explain their understanding Compose oral non-fiction sentences before writing Write sentences/sequence of sentences to describe a subject Sort sentences into subject related material Write labels, captions and sentences Discuss writing with teacher or other pupils Read aloud writing Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Listen to, discuss and give view on non-fiction Discuss how items of information are related Answer and ask questions relating to non-fiction Look at different structures of non-fiction and use these to structure own writing Have a clear purpose for writing non-fiction Before writing, say and note key ideas and vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: statements, questions, exclamations) Noun phrases describe and specify (nocturnal animals, long, sharp claws, the man in the moon) As appropriate, -er, -est adverbs Conjunctions (and, when, that, but etc.) Commas in lists Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a wide range of non-fiction that is structured in different ways and for a range of purposes Explore and discuss vocabulary and grammar used Ask questions to develop understanding Identifying main ideas from more than one paragraph and summarising these Identify how language, structure and presentation support meaning Retrieve and record information from non-fiction Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of non-fiction and reference books with different structures and purposes Recommend non-fiction texts, giving reasons for their choices: This one is would be helpful for someone who…. Compare non-fiction texts: This one has… so that…, but this one doesn't… because… Identify how language, structure and presentation contribute to meaning Identify how language, structure and presentation contribute to meaning Retrieve, record and present information from nonfiction Explain and discuss their understanding of what has been read, including through formal presentations, using notes where necessary Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Precising longer passages Evaluate how effective their own and others' writing is and propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout, subject verb agreement, appropriate register for writing Proof-read for spelling and punctuation errors

Non-Fiction – Recount	Say and write simple sentences.	Link what they read or hear to own experiences Retell key stories, fairy stories and traditional tales Discuss the significance of title and events Say and compose sentences about own experiences Sequence and/or write sentences about an event Discuss writing with the teacher or other pupils Read writing out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Discussing the sequence of events in books and how items of information are related Be introduced to non-fiction books that are structured in different ways Write narratives about personal experiences and those of others (real and fictional) Write about real events Write recounts for different purposes Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: commands, questions, exclamations) Noun phrases to describe and specify Conjunctions May use adverbs of time to support sequence Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a variety of recounts that are structured in different ways and have different purposes Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of recounts with different structures and purposes Recommend and compare recounts: this one is clear because…. Identify how language, structure and presentation contribute to meaning Distinguish between statements of facts and opinion Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors

Non-Fiction – Instructions/Procedura	Say and write simple sentences.	Read, follow and understand simple instructions and link these to their own experiences Give oral instructions Discuss the significance of the title Compose instructions orally before writing Sequence instructions and/or write a sequence of instructions Discuss instructions with the teacher or other pupils Read instructions out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Discuss and give views on instructional writing: clarity, sequence, language, vocabulary, sense Write instructions about real events Have a clear purpose for instructions Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Statements and commands (other sentence types could be used: questions, exclamations) Noun phrases to support clarity/essential information (little glue, blue paper, use a sharp knife) Conjunctions (if, when, so that, etc.) Adverbs of time to support sequence (first, then, after that, etc.) Imperative verb form (fetch, get, etc.) Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a variety of instructions that are structured in different ways and have different purposes (Who is this for? Why might you need this?) Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Increase range of sentence structures Use a wider range of conjunctions to explain (when, if, because, although, etc.) Select nouns and pronouns for clarity and cohesion Adverbs and prepositions to express time and cause (meanwhile, after a while, with, before, until, onto, etc.) Use simple organisational devices such as headings and subheadings Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of instructions with different structures and purposes Recommend instructions, giving reasons for their choices: This one is clear because… Compare instructions: This one has… so that…, but this one doesn't… because… Identify how language, structure and presentation contribute to meaning Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas Select appropriate grammar and vocabulary, giving attention to enhancing meaning Use modal verbs or adverbs to indicate degrees of possibility (you could…, this will certainly…) As appropriate: commas to clarify meaning; hyphens to avoid ambiguity; bracket, dashes or commas to indicate parenthesis, semi-colons, colons or dashes to mark boundaries between independent clauses Colons to introduce a list Punctuating bullet points consistently Using further organisational and presentational devices to structure and guide the reader: headings, bullet points, underlining could be used Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors

Non-Fiction – Explanation		Talk about how and why things happen Read, follow and understand simple explanations and link these to their own experiences Discuss the significance of the title Say, compose a sentence/sequence of sentences that explains how and why Discuss writing with the teacher or other pupils Read writing out loud Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed Re-read to check for sense	Discuss and give views on explanation writing: sequence, language, vocabulary, sense Write explanations about real events Have a purpose for writing explanations Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession, commas in lists) Write statements (other sentence types could be used: questions, exclamations) Conjunctions for cause and effect (because, so that, etc.) Adverbs of time to support sequence (first, then, after that, etc.) Evaluate writing for sense, correct verb form Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a variety of explanations that are structured in different ways and have different purposes (Who is this for? Why might you read this?) Explore and discuss vocabulary and grammar used Ask questions to develop understanding Discuss how language, structure and presentation support meaning Retrieve and record information from non-fiction Discuss and record ideas in advance of writing Use simple organisational devices such as headings and sub-headings Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of explanations with different structures and purposes Recommend explanations, giving reasons for their choices: This one is clear because… Compare explanations: This one has… so that…, but this one doesn't… because… Summarise the main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language, structure and presentation contribute to meaning Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing upon reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation error

Non-Fiction – Persuasion		Participate in discussion about what is read to them, taking turns and listening to what other say Explain clearly their understanding of what is read to them (note how the text is encouraging them to think, want or do something) Could say and write a sentence/sentences to encourage other to think, want or do something Discuss their writing with the teacher or other pupils Read their writing out loud Re-read to check for sense Use 'and' to join clauses Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Listen to, discuss and express views about a wide range of contemporary and classic poetry, stories and non-fiction Discuss and clarify meanings of words, linking new meanings to known vocabulary (note how these words may encourage them to think, want or do something) Making inferences on the basis of what is being said and done (the author wants you to think, want or do… because…) Could write narratives about experiences and real events encouraging others to think, want or do something Have a clear purpose for writing (make the reader, think, want or do something) Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letter and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (other sentence types could be used: questions, commands exclamations) Noun phrases to describe (and entice the reader) Conjunctions Adverbs of time to support sequence Evaluate writing for sense, correct verb form Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Read and discuss a range of persuasive texts that are structured in different ways and have different purposes Explore and discuss vocabulary and grammar used and how this may capture the reader's interest/persuade Ask questions to develop understanding Draw inferences Discuss how language, structure and presentation are used to persuade Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvements Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Read and discuss a wider range of persuasive texts with different structures and purposes Comment on how effective a persuasive text is, giving reasons for their choices. Compare persuasive texts: This one will appeal more to… because… Draw inferences Identify how language, structure and presentation contribute to meaning Discuss and evaluate how authors use language, including figurative language considering the impact on the reader Distinguish between statements of fact and opinion Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors

Non-Fiction – Discussion		Discuss a wide range of poems, stories and non-fiction Listen to what others have to say Orally compose a sentence before writing giving an opinion or viewpoint Write a sequence of sentences giving a viewpoint Discuss what they have written with the teacher or other pupils Use 'and' to join clauses Re-read to check for sense Punctuate using capital letters and full stops (other punctuation could be used: question marks, exclamation marks) Use a capital letter for people, places, days of week and person pronoun, 'I' as needed	Discuss and give views about a wide range of contemporary and classic poetry, stories and non-fiction Listen to what others have to say in discussion and recognise that others may have different viewpoints Read non-fiction books which are structured in different ways Give viewpoints when writing about personal experiences and real events Have a purpose for writing Before writing, say and note key ideas and appropriate vocabulary Punctuate using capital letters and full stops (other punctuation could be used: exclamation marks, question marks, commas for lists and apostrophes for contraction and possession) Write statements (questions could be used) Conjunctions to explain thinking Evaluate writing for sense, correct verb form, including the progressive (where appropriate) Proof-read for spelling, punctuation and grammar Read aloud with appropriate intonation to support meaning	Listen to, read and discuss a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Listen to what others have to say Ask questions to develop understanding Orally summarise key points Discuss how language, structure and presentation support meaning Discuss and record ideas in advance of writing Evaluate own and other's writing by suggesting improvement Suggest changes to grammar and vocabulary to improve consistency Proof-read for spelling and punctuation errors Read aloud with appropriate intonation controlling the tone and volume so that the meaning is clear	Continue to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks Summarise main ideas drawn from more than one paragraph, identifying key details that support the main ideas Identify how language structure and presentation contribute to meaning Distinguish between statements of fact and opinion In discussion build on their own and others' ideas and challenge views courteously and provide reasoned justifications for their views Explain and discuss what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary Identify audience and purpose for writing, selecting the appropriate form and using other similar writing as models for their own Note initial ideas, drawing on reading and research where necessary Select appropriate grammar and vocabulary, giving attention to enhancing meaning Evaluate how effective their own and others' writing is Propose changes to vocabulary, grammar and punctuation to clarify meaning Ensure consistent and correct use of tense throughout Ensure appropriate register for writing Proof-read for spelling and punctuation errors

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Word Reading		- apply phonic knowledge and skills as the route to decode words - respond speedily with the correct sound to graphemes (letters or groups of letters) for all 40+ phonemes, including, where applicable, alternative sounds for graphemes - read accurately by blending sounds in unfamiliar words containing GPCs that have been taught - read common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read words containing taught GPCs and –s, –es, –ing, –ed, –er and –est endings - read other words of more than one syllable that contain taught GPCs - read words with contractions [for example, I'm, I'll, we'll], and understand that the apostrophe represents the omitted letter(s) - read aloud accurately books that are consistent with their developing phonic knowledge and that do not require them to use other strategies to work out words - re-read these books to build up their fluency and confidence in word reading.	- continue to apply phonic knowledge and skills as the route to decode words until automatic decoding has become embedded and reading is fluent - read accurately by blending the sounds in words that contain the graphemes taught so far, especially recognising alternative sounds for graphemes - read accurately words of two or more syllables that contain the same graphemes as above - read words containing common suffixes - read further common exception words, noting unusual correspondences between spelling and sound and where these occur in the word - read most words quickly and accurately, without overt sounding and blending, when they have been frequently encountered - read aloud books closely matched to their improving phonic knowledge, sounding out unfamiliar words accurately, automatically and without undue hesitation - re-read these books to build up their fluency and confidence in word reading.	- apply their growing knowledge of root words, prefixes and suffixes (etymology and morphology) as listed in English Appendix 1, both to read aloud and to understand the meaning of new words they meet - read further exception words, noting the unusual correspondences between spelling and sound, and where these occur in the word.		- apply their growing knowledge of root words, prefixes and suffixes (morphology and etymology), as listed in English Appendix 1, both to read aloud and to understand the meaning of new words that they meet.	

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension			Pupils should be taught to: develop pleasure in reading, motivation to read, vocabulary and understanding by:		Pupils should be taught to: - develop positive attitudes to reading and understanding of what they read by:			
	Range of texts		- listening to and discussing a wide range of poems, stories and non-fiction at a level beyond that at which they can read independently - becoming very familiar with key stories, fairy stories and traditional tales, retelling them and considering their particular characteristics	- listening to, discussing and expressing views about a wide range of contemporary and classic poetry, stories and non-fiction at a level beyond that at which they can read independently - becoming increasingly familiar with and retelling a wider range of stories, fairy stories and traditional tales - being introduced to non-fiction books that are structured in different ways	- listening to and discussing a wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including fairy stories, myths and legends, and retelling some of these orally - recognising some different forms of poetry [for example, free verse, narrative poetry]		- continuing to read and discuss an increasingly wide range of fiction, poetry, plays, non-fiction and reference books or textbooks - reading books that are structured in different ways and reading for a range of purposes - increasing their familiarity with a wide range of books, including myths, legends and traditional stories, modern fiction, fiction from our literary heritage, and books from other cultures and traditions	
	Sequencing/ Linking		- being encouraged to link what they read or hear read to their own experience	- discussing the sequence of events in books and how items of information are related				
	Recommending and evaluating						- recommending books that they have read to their peers, giving reasons for their choices	
	Vocabulary		recognising and joining in with predictable phrases - discussing word meanings, linking new meanings to those already known - drawing on what they already know or on background information and vocabulary provided by the teacher (understanding)	- recognising simple recurring literary language in stories and poetry - discussing and clarifying the meanings of words, linking new meanings to known vocabulary - discussing their favourite words and phrases - drawing on what they already know or on vocabulary provided by the teacher (understanding)	- using dictionaries to check the meaning of words that they have read - discussing words and phrases that capture the reader's interest and imagination - explaining the meaning of words in context (understanding)		- exploring the meaning of words in context (understanding)	
	Themes and conventions				- identifying themes and conventions in a wide range of books - identifying how language, structure, and presentation contribute to meaning		- identifying and discussing themes and conventions in and across a wide range of writing	

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension	Comparing						- making comparisons within and across books	
	Learning and Performing		- learning to appreciate rhymes and poems, and to recite some by heart	- continuing to build up a repertoire of poems learnt by heart, appreciating these and reciting some, with appropriate intonation to make the meaning clear	- preparing poems and play scripts to read aloud and to perform, showing understanding through intonation, tone, volume and action		- learning a wider range of poetry by heart - preparing poems and plays to read aloud and to perform, showing understanding through intonation, tone and volume so that the meaning is clear to an audience	
		Pupils should be taught to: - understand what they read, in books they can read independently, by:						
	Monitoring and developing understanding		- drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading - discussing the significance of the title and events	- drawing on what they already know or on background information and vocabulary provided by the teacher - checking that the text makes sense to them as they read and correcting inaccurate reading	- checking that the text makes sense to them, discussing their understanding and explaining the meaning of words in context		- checking that the book makes sense to them, discussing their understanding and exploring the meaning of words in context	
	Questioning			- answering and asking questions	- asking questions to improve their understanding of a text		- asking questions to improve their understanding	
	Inferring		- making inferences on the basis of what is being said and done	- making inferences on the basis of what is being said and done	- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence		- drawing inferences such as inferring characters' feelings, thoughts and motives from their actions, and justifying inferences with evidence	
	Predicting		- predicting what might happen on the basis of what has been read so far	- predicting what might happen on the basis of what has been read so far	- predicting what might happen from details stated and implied		- predicting what might happen from details stated and implied	
	Summarising				- identifying main ideas drawn from more than one paragraph and summarising these		- summarising the main ideas drawn from more than one paragraph, identifying key details that support the main ideas	

		Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Comprehension		Pupils should be taught to:						
	Discussion Explanation Viewpoint		- participate in discussion about what is read to them, taking turns and listening to what others say - explain clearly their understanding of what is read to them.	- participate in discussion about books, poems and other works that are read to them and those that they can read for themselves, taking turns and listening to what others say - explain and discuss their understanding of books, poems and other material, both those that they listen to and those that they read for themselves.	- participate in discussion about both books that are read to them and those they can read for themselves, taking turns and listening to what others say.		- participate in discussions about books that are read to them and those they can read for themselves, building on their own and others' ideas and challenging views courteously - explain and discuss their understanding of what they have read, including through formal presentations and debates, maintaining a focus on the topic and using notes where necessary - provide reasoned justifications for their views.	
	Use of language				- identifying how language, structure, and presentation contribute to meaning		- discuss and evaluate how authors use language, including figurative language, considering the impact on the reader - identifying how language, structure and presentation contribute to meaning	
	Non-fiction				- retrieve and record information from non-fiction		- distinguish between statements of fact and opinion - retrieve, record and present information from non-fiction	

Collated by Julie Sargent, English Consultant

Stanford in the Vale Primary School

French





Curriculum Progression Document

French Progression Map			
Curriculum Coverage and Key Vocabulary – Knowledge organisers available on Twinkl for vocabulary			
Year Three	Year Four	Year Five	Year Six
Getting to know you	All around Town	Getting to Know You	Let's Visit a French Town
All About Me	On the Move	All About Ourselves	Let's Go Shopping
Food Glorious Food	Gone shopping	That's Tasty	This is France
Family and Friends	Where in the World?	Family and Friends	All in a Day
Our School	What's the time?	School Life	Our Precious Planet
Time	Holidays and Hobbies	Time Travelling	Explore More

Autumn 1
Autumn 2
Spring 1
Spring 2
Summer 1
Summer 2



Curriculum Progression Document

	French Progression – Key Stage 2			
	Year 3	Year 4	Year 5	Year 6
Listening and Speaking/Oracy	• Listen attentively and repeat words/phrases • Join in with songs and rhymes • Pronounce familiar words accurately	• Understand key sounds and patterns • Ask and answer simple questions • Engage in basic conversations	• Speak in sentences using familiar vocabulary • Adapt intonation for questions and statements • Express opinions and preferences • Participate in short dialogues	• Speak with growing fluency and accuracy • Use longer sentences with varied structures • Sustain conversations and adapt language for purpose
Literacy (Reading & Writing)	• Recognise familiar written words and phrases • Copy simple words • Write familiar phrases from memory	• Read and understand simple sentences • Begin to write sentences with support	• Understand short paragraphs • Write sentences from memory • Create short paragraphs using familiar structures	• Read and understand a range of texts • Write with accurate grammar and varied vocabulary • Write more independently for different audiences
Vocabulary	• Recognise nouns, verbs, adjectives • Use gender and articles correctly • Build basic vocabulary through topics	• Apply gender and number agreement • Use present tense of familiar verbs • Begin to use simple negatives	• Use present and immediate future tenses • Apply conjunctions and sentence building • Develop use of adjectives and adverbs	• Use multiple tenses • Apply accurate subject-verb agreement • Vary sentence structures and extend vocabulary
Intercultural Understanding	• Recognise language and culture differences • Explore simple French customs and traditions	• Compare familiar cultural aspects • Develop curiosity about French-speaking countries	• Understand how language reflects culture • Explore cultural differences respectfully	• Demonstrate knowledge of French-speaking cultures • Reflect on cultural similarities and differences
Vocabulary Progression	• Greetings, name, age, family, school, classroom objects, colours, numbers	• Weather, clothes, hobbies, sports, food & drink, animals, routines, places in town	• Shopping, money, time, transport, directions, holidays, festivals, describing people & places	• Everyday life, travel, the environment, cultural events, celebrations, personal opinions, future plans

Stanford in the Vale Primary School

Geography



Curriculum Progression Document

Geography – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	**All About Me** *Who am I and who are my family?*					
	bungalow, school, church, zebra crossing, traffic lights, bridge, left, right, forwards, backwards, above, under, tunnel, roundabout, teacher, caretaker, Head Teacher, cleaner, Police Officer, doctor, dentist, map, house, street					
Year 1		**Stanford in the Vale** *What is in our village?*				**The Seaside** *Why isn't there a beach in Stanford?*
		Village, house, road, map, near, far, United Kingdom, town, school, local				Beach, sea, coast, cliff, harbour, sand, waves, shells, holiday, difference
Year 2	**Hot and Cold Climates** *Would you rather live in a hot desert or cold desert?*		**The United Kingdom** *What makes the UK a great place to visit?*	**Kenya** *How does Nairobi compare to Stanford in the Vale?*		
	Equator, North Pole, South Pole, , Africa, ocean, desert, Artic, iceberg, Antarctic		Capital city, compass, country, island, landmark, mountain, port, river, town, valley, village	City, climate, continent, country, culture, environment, landscape, population, transport, village		

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3		**From Normandy to Oxfordshire** *Would I rather live in Oxfordshire or Normandy?* Human features, physical features, settlement, mountain, lake, river, latitude, longitude, contour, region, county			**London** *Why would you want to live in London?* city, capital, population density, ethnicity, Industrial Revolution, commercial, tourism, Parliament, resources, settlement, flood plain, climate, temperate, maritime, low-lying land,	
Year 4	**Rivers and the Water Cycle (focus on the River Thames)** *Where does our water come from?* River, stream, canal, reservoir, lake, source, channel, tributary, mouth, evaporation, condensation, precipitation			**Volcanoes & Earthquakes** *Could you live near a volcano or earthquake zone?* Core, crater, crust, earthquake, epicentre, erupt, lava, molten, magma, mantle, seismic waves, tectonic plates, volcano, extinct, active, dormant, magnitude		**Countries in Europe (Traditional Foods)** *Where would you rather visit Scandinavia or The Mediterranean?* Europe, climate, weather, Mediterranean, temperate, adapt, crops, tourism, altitude, latitude
Year 5			**Our Changing World – Environmental** *Are our actions damaging the World we share?* Global warming, climate change, greenhouse gases, fossil fuels, renewable energy, food miles, deforestation, erosion, sustainability, pollution			**Greece - today – trade links / economic activity** *I wonder why Greece is a popular tourist destination?* Archipelago, caldera, coastline, equator, hemisphere, land use, latitude, population, settlement, tourism
Year 6		**North America** *How do the human and physical features of North America shape the lives of people who live there?* Physical geography, human geography, climate, continent, state, population diversity, population distribution, plateau, erosion, canyon, precipitation, drought, average, agriculture, arable farming, pastoral farming, economic farming, economic factors, census, geology			**South America** *Why are the South American rainforests key to earth's survival?* Brazil, Argentine, Colombia, Peru, deforestation, Machu Picchu, languages, colonisation, Rio Carnival, coffee trade, Amazon, Andes, trade, derelict, economy, tributary, confluence, meander, mouth sources, delta, rainforest, polar, temperate, sub-tropics, tropical	



Curriculum Progression Document

Geography Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Locational Knowledge	• talk about similarities and differences in relation to places.	• Recognise which country they live in. • Point to the UK on a world map or globe. • Name the local town and village.	• Name and locate the world's seven continents. • Name and locate the five oceans. • Identify the location of the Equator, North and South Poles. • Recognise hot and cold areas of the world. • Locate Kenya and the UK on a world map. • Name the four countries of the United Kingdom. • Identify the capital cities of each UK country.	• Locate counties and cities in the UK. • Identify key countries in Europe including France. • Locate capital cities (London, Paris) on a map. • Recognise surrounding seas (e.g. English Channel, North Sea). • Know the location of Oxfordshire and Normandy within Europe..	• Name and locate countries and capital cities in Europe. • Identify major physical features (Alps, Pyrenees, Danube). • Locate areas with contrasting climates (e.g. Mediterranean vs Northern Europe). • Use maps to show where climate zones sit across Europe. • Recognise links between latitude and climate.	• Locate Greece and its major cities and islands. • Identify neighbouring countries and seas. • Know where key tourism hotspots are in Greece. • Use latitude and longitude to describe location. • Understand where Greece sits in the European region.	• Identify countries and key physical regions in North and South America. • Locate major mountain ranges, rivers and cities (e.g., Andes, Amazon, Rockies). • Know time zones and hemispheres. • Recognise biomes and vegetation zones. • Use latitude, longitude and climate zone knowledge.
Place Knowledge	• talk about the features of my own immediate environment and how environments might vary from one another.	• Describe features of their local village. • Identify similarities and differences between a village and the seaside. • Recognise local human and physical features (school, park, river, hills).Know that different places look different. • Begin to explain how the seaside is different from inland areas.	• Compare Stanford in the Vale to Nairobi, Kenya. • Describe similarities and differences in homes, weather and environment. • Understand that places have different climates and features. • Talk about daily life in a place with a different climate. • Describe physical and human features of both places.	• Compare Oxfordshire and Normandy (physical and human features). • Understand rural vs urban life. • Describe how land is used in each region. • Identify similarities and differences between London and Paris. • Recognise why people might live in or move to large cities.	• Compare life near a volcano or earthquake zone with life in the UK. • Understand how rivers influence settlement. • Describe how climate affects what people do and grow. • Identify changes to land use in different European countries. • Recognise regional differences across Europe.	• Compare Greece with the UK (land use, economy, weather). • Understand how location supports tourism (climate, coastlines, culture). • Describe features of Greek coastal towns. • Explore the connection between land, jobs and trade. • Understand why people visit or live in Greece.	• Compare life in contrasting American regions (e.g., Rocky Mountains vs Amazon Basin). • Understand how landscape shapes lifestyle and economy. • Explore environmental threats and conservation efforts. • Compare urban and rural areas in both continents. • Discuss cultural and environmental diversity.

Human and Physical Geography	• make observations of the environment and explain why some things occur and talk about changes.	• Name simple physical features (beach, cliff, forest). • Name simple human features (village, shop, road). • Talk about how people use different environments (e.g., beach for holidays). • Understand basic seasonal weather changes. • Recognise that not all places have the same weather or landforms.	• Identify hot desert and cold desert environments. • Understand how weather affects how people live. • Describe how homes, clothes and jobs change depending on climate. • Identify human features in Nairobi (airport, roads, markets). • Identify physical features (mountains, grasslands, deserts).	• Describe physical features (hills, rivers, coastline, farmland). • Identify human features (buildings, transport, bridges). • Understand population density differences. • Talk about housing, jobs and transport in cities. • Recognise how people adapt to different environments.	• Explain the features and formation of volcanoes and earthquakes. • Understand the water cycle and river features. • Explore how humans respond to natural hazards. • Recognise the importance of rivers for water, farming and trade. • Identify climate types and their effects on people and places.	• Identify Greece's human features (ports, resorts, towns).Understand climate and its link to tourism. • Describe trade links and types of goods exported. • Identify physical geography (mountains, islands, coastline).Explore environmental impact of tourism.	• Understand deforestation, biodiversity and climate in the Amazon. • Explain how climate, terrain and natural resources shape lives. • Explore land use and changes over time. • Understand how humans adapt to extremes (e.g., deserts, rainforests, mountains). • Recognise global importance of rainforests for Earth's systems.
Geographical Skills and Fieldwork	• -se everyday language to talk about positions and distance to solve problems. • -I can describe my relative position such as behind or next to.	• Use a simple map to identify key places. • Use observational skills to study the school and village. • Follow a simple route and describe what they see. • Use directional language (near, far, next to). • Begin using aerial photos to spot features.	• Use world maps and globes to locate countries and continents. • Read a simple key and identify symbols. • Use photos and video to compare locations. • Create simple maps to show features of a place. • Record simple weather data and observations.	• Use maps, atlases and globes to compare locations. • Begin using four-figure grid references. • Identify and describe features on a basic OS map. • Use fieldwork to record land use in a local area. • Use photos and digital maps to support comparisons. • .	• Use OS maps and symbols with increasing confidence. • Use four-figure grid references. • Label rivers and mountain ranges on maps. • Use fieldwork to explore the local river or water source. • Present data using charts, sketches and reports.	• Use six-figure grid references and map symbols. • Interpret thematic maps (climate, tourism, trade).Use digital tools to plan routes or compare regions. • Carry out a fieldwork project on local economic activity or tourism. • Present findings using graphs, charts or annotated diagrams.	• Conduct a geographical enquiry using fieldwork and digital tools. • Use OS and thematic maps to analyse change. • Interpret and compare geographical data across regions. • Present findings using detailed maps, presentations and reports. • Draw conclusions and justify geographical opinions.

Stanford in the Vale Primary School

History



Curriculum Progression Document

History – Termly Coverage						
	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Foundation Stage	**All About Me** *Who am I and who are my family?* Parents, brothers, sister, grandparents, auntie, uncle, family, relation, family tree		**Now and Then** *What toys did my family have when they grew up?* Toy, old, new, play, different			
Year 1			**Our School** *I wonder if I would have liked Stanford School a long time ago?* Victorian, school, teacher, blackboard, slate, classroom, uniform, discipline, lessons, punishment	**Transport** *How has transport changed over time?* Transport, car, train, bus, bicycle, aeroplane, boat, horse and cart, road, travel	**Castles – Kings and Queens** *Who lives in a Castle?* Monarch, coronation, ruler, castle, throne, royal, kingdom, ramparts, drawbridge, keep, motte, bailey, moat, battlements	
Year 2		**Communication** *How has staying connected changed in the last 100 years?* Communication, message, postcard, telephone, television, radio, computer, email, internet, mobile phone		**Brunel** *Who was Isambard Kingdom Brunel and why was he famous?* Brunel, engineer, bridge, tunnel, railway, steam, ship, design, inventor	**Kenya** *How does Nairobi compare to Stanford in the Vale?* Engineer, steamship, invention, pioneer, bridge, legacy, blueprint	**Great Fire of London** *Who was to blame for the Great Fire of London?* Fire, London, baker, Pudding Lane, Samuel Pepys, Thomas Farriner, diary, rebuilding, St Paul's Cathedral

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	Stone Age-Iron Age *What does White Horse Hill teach us about life from Stone Age to Iron Age?* Prehistoric, hunter-gatherer, settlement, Skara Brae, bronze, iron, tools, tribe, hillfort, agriculture		The Romans *What did The Romans do for us?* Empire, soldier, centurion, aqueduct, villa, gladiator, amphitheatre, chariot, Roman numerals			
Year 4			Anglo-Saxons *What made King Alfred "Great"?* Athelney, Burh, Chronicle Danelaw, Invasion, Kingdom, Monastery Reformer, Treaty Wessex		Vikings *Were the Vikings ruthless killers or peaceful settlers?* Longship, Raid, Settlement Invader, Trader, Monastery Danelaw, Conquest, Archaeologist, Legacy	
Year 5	Ancient Egypt *Why was the Nile the source of Ancient Egypt's success?* Civilisation, Delta, Fertile Irrigation, Harvest, Papyrus Pharaoh, Silt, Trade, Hierarchy				Ancient Greece *What did the Ancient Greeks do for us today?* Democracy, Olympics, philosophy, mythology, City-State, Athens, Sparta, architecture, theatre, legacy	
Year 6	WWII *What was it like to be a child during WWII?* Evacuation, rationing, Blitz, Anderson Shelter, air raid, gas mask, propaganda, blackout, wartime, victory			The Ancient Maya *Savages or Civilised? What were the Ancient Maya really like?* Maya, civilisation, temple, Glyphs, calendar, astronomy, chocolate, sacrifice, city-state, agriculture		



Curriculum Progression Document

	History Progression						
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Chronological knowledge	• Begin to develop an understanding of past and present in relation to themselves, their families, and familiar objects. Sequence simple events such as stages of growing up or family generations (e.g., baby → child → adult). Use everyday language to describe time (e.g., "a long time ago", "when I was a baby", "now").s	• Develop a sense of time: "long ago", "before I was born", "in the past". • Place events and people in simple chronological order. • Recognise that the past can be divided into time periods (e.g., Victorian, medieval). • Recognise simple sequences like "Victorian era came before today", or "Queen Elizabeth I came before Queen Elizabeth II".	• Place events within the last 100–300 years on a timeline. • Understand that events happened at different times in history (e.g., Great Fire of London in 1666, Brunel in 1800s). • Use terms like "century", "decade", and recognise historical changes over time.	• Sequence key periods: Stone Age → Bronze Age → Iron Age. • Place events in chronological order within and across these periods. • Identify overlaps and transitions (e.g., Iron Age began as Bronze Age ended).	• Sequence Anglo-Saxon and Viking events and understand their overlap with Roman Britain. • Understand chronological depth: compare time spans and lengths of historical periods. • Place key dates on a timeline, identifying relationships between groups (e.g., Saxons vs Vikings).	• Place Ancient Egypt and Ancient Greece on a timeline in relation to British history. • Understand that ancient civilisations occurred before, during, or after prehistoric Britain. • Compare historical periods across time and geography.	• Place major 20th-century events on a timeline, including WWII. • Sequence ancient civilisations like the Maya and compare their timelines with those of other studied civilisations. • Develop a chronological narrative linking previously learned topics (e.g., Prehistory → Ancient → Medieval → Modern).
Disciplinary knowledge	• Ask and answer simple questions about the past using photographs, stories, artefacts (e.g., old toys), and family members' experiences. Explore similarities and differences through discussion and observation. Begin to notice change over time and make basic comparisons between then and now.	• - Begin to use stories, pictures, and artefacts to ask simple questions about the past. • - Make basic observations about differences (e.g., past vs present life). • - Use visual sources (photos, paintings) to infer information. • - Develop vocabulary of enquiry: “Who?”, “When?”, “What was it like?”	• - Ask and answer simple questions about the past using sources (photos, diaries, objects). - Understand that sources can tell us about the past, but may show different viewpoints. - Begin to interpret simple historical evidence (e.g., why people acted as they did). - Start comparing different accounts of the same event (e.g., Great Fire of London).	• - Use archaeological evidence to build historical understanding. • - Ask questions and begin forming hypotheses (e.g., why was the White Horse built?). • - Interpret artefacts and infer what they tell us about daily life. • - Begin using timelines and organising evidence chronologically.	• - Use a range of primary and secondary sources (e.g., sagas, burial sites) to form conclusions. • - Evaluate reliability of evidence: "Which is more useful?" • - Make deductions from artefacts and consider purpose and bias. • - Build structured answers using evidence and reasoning.	• - Analyse complex sources (e.g., tomb paintings, Greek pottery). • - Identify changes over time using contrasting evidence. • - Explain how interpretations differ (e.g., differing views of Ancient Egypt or Sparta). • - Begin to understand how history is constructed and interpreted.	• Confidently evaluate a wide range of sources (e.g., evacuee letters, propaganda). • - Understand and explain bias, perspective, and reliability. • - Use evidence to support well-reasoned arguments. • - Investigate significant questions independently using a range of historical skills.

Substantive Knowledge	• Understand that they have changed over time and belong to a family with its own history. Know that family members (parents/grandparents) experienced life differently in the past. Recognise that toys used to be made from different materials and looked different, showing how daily life has changed.	• - Learn basic facts about Victorian schools, transport, and monarchy. - Understand simple concepts: monarchy, invention, old/new, past/present. - Learn about significant individuals (e.g., Queen Elizabeth I and II). - Name historical artefacts and describe their purpose.	• - Know key facts about changes in communication, key figures like Brunel, and events like the Great Fire. • - Understand foundational historical themes: cause (fire), legacy (Brunel), significance (Pepys). • - Know how London changed after 1666 and how technology evolved.	• - Understand daily life in prehistory and how it changed from Stone Age to Iron Age. - Learn about Roman life, technology, and influence on Britain. - Identify specific achievements (e.g., aqueducts, Roman roads).	• - Know who the Anglo-Saxons and Vikings were, including key leaders, battles, and cultural practices. - Understand societal structures and religious beliefs. - Describe how evidence from burials informs us about the past.	• - Learn about life, religion, and inventions in Ancient Egypt (e.g., pyramids, mummification). - Know Greek achievements: democracy, philosophy, Olympics, and mythology. - Recognise their influence on the modern world.	• - Know detailed facts about WWII home front life and Ancient Maya civilisation. • - Understand how war affected society and children. • - Compare ancient civilisations' achievements (maths, astronomy, writing). • - Learn about legacy and continuity across cultures and times.
Golden Threads	• **Change and Continuity** – noticing how people, objects, and experiences (like toys and growing up) have changed over time. • **Diversity and Society** – recognising that families and childhood experiences can be different. • **Significance and Legacy** – understanding that people and the way they lived in the past shape how we live and play today.	• **Our School** **Change and Continuity** – Children compare modern and Victorian schooling to understand how education, routines, and environments have evolved over time. • **Transport** **Change and Continuity** – Pupils explore how transport inventions have developed, showing the continuous impact of technology on how we move. • **Castles – Kings and Queens** • **Power and Conflict** – Children learn about monarchy and castles to understand how power was shown and defended in the past.	• **Communication** **Change and Continuity** – Children examine how messages were sent in the past versus today, highlighting rapid changes in communication technology. • **Who Was Isambard Kingdom Brunel?** Pupils learn why Brunel is remembered and how his innovations in transport and engineering still affect us today. • **Great Fire of London** **Cause and Consequence** – Understanding the events that led to the fire and what changed as a result. • **Change and Continuity** – Examining how London's layout and firefighting evolved. **Significance and Legacy** – Exploring how this disaster shaped future city planning and safety.	• **Stone Age to Iron Age** **Power and Conflict** – Children investigate how early humans organised, settled, and sometimes fought over land and resources. • **Romans** **Significance and Legacy** – Pupils discover the lasting impact of Roman innovations like roads, laws, and architecture on modern Britain.	• **Anglo-Saxons** **Power and Conflict** – Exploring how Saxons gained and controlled land. • **Significance and Legacy** – Understanding their cultural influence on modern Britain. • **Vikings** **Power and Conflict** – Investigating Viking raids and battles for territory. • **Diversity and Society** – Understanding Viking settlements, trade, and cultural integration in Britain.	• **Ancient Egypt** • **Change and Continuity** – Recognising the long-lasting role of the Nile in supporting Egyptian life and culture. **Significance and Legacy** - Exploring Egyptian innovations in writing, religion, and engineering. • **Ancient Greece** **Significance and Legacy** – Understanding the influence of democracy, philosophy, and art on the modern world. **Power and Conflict** – Comparing leadership and conflict between city-states like Athens and Sparta.	• **WWII** • **Power and Conflict** – Learning how global conflict affected everyday life, especially for children. **Diversity and Society** – Exploring varied experiences (e.g., evacuees, families) during wartime. • **Ancient Maya** **Significance and Legacy** – Uncovering the scientific and cultural achievements of the Maya civilisation. **Diversity and Society** – Understanding the complexity and uniqueness of Maya society compared to European civilisations.

Stanford in the Vale Primary School

Maths





Curriculum Progression Document

Maths Progression Map

Curriculum Coverage and Key Vocabulary

Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Getting to know you	Number - Place Value (0-20)	Number - Place Value	Number – Addition and Subtraction	Number - Addition and Subtraction	Number - Place Value	Number – Addition, subtraction, multiplication and division.
Just like me!			Number – Place Value	Number - Place Value	Number – Addition, Subtraction, Multiplication and Division	Number - Place Value
	Number - Addition and Subtraction	Number - Addition and Subtraction	Measurement – length, mass and capacity	Number - Multiplication and Division (times tables 3,6,9s)	Measurement - Area	Fractions
It's me 1 2 3!			Geometry - Angles	Measurement – Unit conversion	Number – Fractions	Statistics
	Geometry – shape	Number – Multiplication and division (times tables 2,5,10s)				Geometry
Light and Dark					Measurement – Area and Volume	Place Value
Alive in 5!	Number – Addition	Number – Multiplication and division		Number- Multiplication and Division	Number – Fractions	Number – Addition, subtraction, multiplication and division.
Growing 6, 7, 8	Number - Subtraction	Fractions	Ratio and Proportion	Place Value – Powers of 10	Geometry - Volume	Algebra
Building 9 and 10	Number – Place Value	Number – addition and subtraction	Number – addition and subtraction	Geometry – Coordinates	Measure - Area	Geometry – position and direction
						Number – Fractions, decimals and percentages
					Number – Multiplication and Division	Measurement – Area and perimeter
		Geometry - Shape	Number – Multiplication and division (times tables 2,4,8s)	Fractions	Statistics	Number – Percentages and decimals
To 20 and beyond	Measurement - Money	Measurement - Money	Number – fractions	Fractions	Number – Multiplication and division	Statistics
First, then, now	Number - Fractions	Measurement - Time	Geometry - Shape	Geometry – Shape	Fractions	Number - Algebra
Find my pattern	Geometry - Position and Direction	Fractions	Measurement – Time	Measure - Money	Number - Decimals	Ratio and Proportion
On the move	Measurement - Time	Geometry – Position and direction		Measure - Time	Geometry - Angles	Averages
		Measurement – Capacity, volume and mass		Number - Divison	Measure – Unit conversion	



Curriculum Progression Document

	Maths Progression						
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Place Value: Counting	Have a deep understanding of number to 10, including the composition of each number. Subitise (recognise quantities without counting) up to 5. Automatically recall (without reference to rhymes, counting or other aids) number bonds up to 5 (including subtraction facts) and some number bonds to 10, including double facts.	Count to and across 100, forwards and backwards, beginning with 0 or 1, or from any given number. Count numbers to 100 in numerals, count in multiples of 2s, 5s and 10s.	Count in steps of 2, 3 and 5 from 10, and in tens from any number, forward and backward	Count from 0 in multiples of 4, 8, 50 and 100, find 10 or 100 more or less than a given number.	Count in multiples of 6, 7, 9, 25 and 1000. Count backwards through zero to include negative numbers.	Count forwards or backwards in steps of powers of 10 for any given number up to 1000000. Count forwards and backwards with positive and negative whole numbers, including through zero.	
Place Value: Represent	Verbally count beyond 20, recognising the pattern of the counting system Compare quantities up to 10 in different contexts, recognising when one quantity is greater than, less than or the same as the other quantity Explore and represent patterns within numbers up to 10, including evens and odds, double facts and how quantities can be distributed equally.	Identify and represent numbers using objects and pictorial representations. Read and write numbers to 100 in numerals. Read and write numbers from 1 to 20 in numerals and words.	Read and write numbers to at least 100 in numerals and in words. Identify, represent and estimate numbers using different representations, including the number line.	Identify, represent and estimate numbers using different representations. Read and write numbers up to 1000 in numerals and in words.	Identify, represent and estimate numbers using different representations. Read Roman numerals to 100 (I to C) and know that over time, the numeral system changed to include the concept of zero and place value.	Read, write (order and compare) numbers to at least 1000000 and determine the value of each digit. Read Roman numerals to 1000 (M) and recognise years written in Roman numerals.	Read, write, (order and compare) numbers up to 10000000 and determine the value of each digit
Place Value: Use PV and compare		Given a number, identify one more and one less.	Recognise the place value of each digit in a two-digit number (tens, ones). Compare and order numbers from 0 up to 100, use <, > and = signs.	Recognise the place value of each digit in a three digit number (hundreds, tens, ones). Compare and order numbers to 1000.	Find 1000 more or less than a given number. Recognise the place value of each digit in a four digit number (thousands, hundreds, tens and ones). Order and compare numbers beyond 1000.	Read, write, order and compare numbers to at least 1000000 and determine the value of each digit.	Read, write, order and compare numbers up to 10000000 and determine the value of each digit.

Place Value: Problems and Rounding			Use place value and number facts to solve problems.	Solve number problems and practical problems involving these ideas.	Round any number to the nearest 10, 100 or 1000. Solve number and practical problems that involve all of the above and with increasingly large positive numbers.	Interpret negative numbers in context. Round any number up to 1000000 to the nearest 10, 100, 1000, 10000 and 100000. Solve number problems and practical problems that involve all of the above.	Round any whole number to a required degree of accuracy. Use negative numbers in context, and calculate intervals across zero. Solve number and practical problems that involve all of the above.
Addition and Subtraction: Recall, Represent, Use		Read, write and interpret mathematical statements involving addition (+), subtraction (-) and equals (=) signs. Represent and use number bonds and related subtraction facts within 20.	Recall and use addition and subtraction facts to 20 fluently, and derive and use related facts up to 100. Show that addition of two numbers can be done in any order (commutative) and subtraction of one number from another cannot. Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Estimate the answer to be calculation and use inverse operations to check answers.	Estimate and use inverse operations to check answers to a calculation.	Use rounding to check answers to calculations and determine, in the context of a problem, levels of accuracy.	
Addition and Subtraction: Calculations		Add and subtract one digit and two digit numbers to 20, including zero.	Add and subtract numbers using concrete objects, pictorial representations, and mentally including: - A two digit number and ones. - A two digit number and tens. - Two two digit numbers. - Adding three one digit numbers.	Add and subtract numbers mentally including: - A three digit number and ones. - A three digit number and tens. - A three digit number and hundreds. Add and subtract numbers with up to three digits, using formal written methods of columnar addition and subtraction.	Add and subtract numbers with up to 4 digits using the formal written methods of columnar addition and subtraction where appropriate.	Add and subtract whole numbers with more than 4 digits, including using formal written methods (columnar addition and subtraction). Add and subtract numbers mentally with increasingly large numbers.	Perform mental calculations, including with mixed operations and large numbers. Use their knowledge of the order of operations to carry out calculations involving the four operations.

Addition and Subtraction: Solve Problems		Solve one step problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7 = - 9	Solve problems with addition and subtraction: - using concrete objects and pictorial representations, including those involving numbers, quantities and measures. - applying their increasing knowledge o mental and written methods.	Solve problems including missing number problems, using number facts, place value, and more complex addition and subtraction.	Solve addition and subtraction two-step problems in contexts, deciding which operations and methods to use and why.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why. Solve problems involving addition, subtraction, multiplication and division and a combination of these including understanding the meaning of the equals sign.	Solve addition and subtraction multi-step problems in context, deciding which operations and methods to use and why.
Multiplication and Division@ Recall, Represent, Use			Recall and use multiplication and division facts for the 2, 5 and 10 multiplication tables, including recognising odd and even numbers. Show that multiplication of two numbers can be done in any order (commutative) and division of one number by another cannot.	Recall and use multiplication facts for the 3, 4 and 8 multiplication tables.	Recall multiplication and division facts for multiplication tables up to 12x12. Use place value known and derived facts to multiply and divde mentally including: multiplying by 0 and 1; dividing by 1; multiplying together three numbers. Recognise and use factor pairs and commutativity in mental calculations.	Identify multiples and factors, including finding all factor pairs of a number, and common factors of two numbers. Know and use the vocabulary of prime numbers, prime factors and composite (non-prime) numbers. Establish whether a number up to 100 is prime and recall prime numbers up to 19. Recognise and use square numbers and cube numbers, and the notation for squared (2) and cubed (3)	Identify common factors, common multiples and prime numbers. Use estimation to check answers to calculations and determine, in the context of a problem, an approximate degree of accuracy.

Multiplication and Division: Calculations			Calculate mathematical statements for multiplication and division within the multiplication yables and write them using the multiplication (x), division (÷) and equals (=) signs.	Write and calculate mathematical statements for multiplication and division using the multiplication tables that they know, including for two-digit numbers times one-digit numbers, using mental and progressing to formal written methods.	Multiply two-digit and three-digit numbers by a one-digit number using formal written layout.	Multiply numbers up to 4 digits by a one or two-digit number using formal written method, including long multiplication for two-digit numbers. Multiply and divide numbers mentally drawing upon know facts. Divide numbers up to 4 digits by a on-digit number using the formal written method of short division and interpret remainders appropriately for the context. Multiply and ivied whole numbers and those involving decimals by 10, 100 and 1000.	Multiply multi-digit numbers up to 4 digits by a two-digit whole number using the formal written method of long multiplication. Divide numbers up to 4 digits by a two-digit whole number using the formal written method of long division, and interpret remainders as whole number remainders, fractions, or by rounding as appropriate for the context. Divide numbers up to 4 digits by a two-digit number using the formal written method of short division where appropriate interpreting remainders according to the context. Perform mental calculations, including with mixed operations and large numbers.
Multiplication and Division: Solve Problems		Solve one-step problems involving multiplication and division, by calculating the answer using concrete objects, pictorial representations and arrays with the support of the teacher.	Solve problems involving multiplication and division, using materials, arrays, repeated addition, mental methods, and multiplication and division facts, including problems in contexts.	Solve problems, including missing number problems, involving multiplication and division, including positive integer scaling problems and correspondence problems in which n objects are connected to m objects	Solve problems, including involving multiplying and adding, including using the distributive law to multiply two digit numbers by one digit, integer scaling problems and harder correspondence problems such as n objects are connected to m objects.	Solve problems involving multiplication and division including using their knowledge of factors and multiples, squares and cubes. Solve problems involving multiplication and division, including scaling by simple fractions and problems involving simple rates.	Solve problems involving addition, subtraction, multiplication and division.

Multiplication and Division: Combined Operations						Solve problems involving, addition, subtraction, multiplication and division and a combination of these, including understanding the meaning of the equals sign.	Use their knowledge of the order of operations to carry out calculations involving the four operations.
Fractions: Recognise and Write		Recognise, find and name a half as one of two equal parts of an object, shape or quantity. Recognise, find and name a quarter as one of four equal parts of an object, shape or quantity.	Recognise, find, name and wrote fractions 1/3, ¼, 2/4 and e/4 of a length, shape, set of objects or quantity.	Count up and down in tenths; recognise that tenths arise from dividing an object into 10 equal parts in dividing one-digit numbers or quantities by 10. Recognise, find and write fractions of a discrete set of objects; unit fractions and non-unit fractions with small denominators.	Count up and down in hundredths; recognise that hundredths arise when diving an object by one hundred and dividing tenths by 10.	Identify, name and write equivalent fractions of a given fraction, represented visually, including tenths and hundredths. Recognise mixed numbers and improper fractions and convert from one form to the other and write mathematical statements >1 as a mixed number (for example 2/5 + 4/5 = 6/5 – 1 1/5)	
Fractions: Compare			Recognise the equivalence of 2/4 and 1/2	Recognise and show, using diagrams, equivalent fractions with small denominators. Compare and order unit fractions, and fractions with the same denominator.	Recognise and show using diagrams, families of common equivalent fractions.	Compare and order fractions whose denominators are all multiples of the same number.	Use common factors to simplify fractions; use common multiples to express fractions in the same denomination. Compare and order fractions, including fractions >1
Fractions: Calculations			Write simple fractions for example, ½ of 6 = 3	Add and subtract fractions with the same denominator within one whole (for example, 5/7 + 1/7 = 6/7)	Add and subtract fractions with the same denominator.	Add and subtract fractions with the same denominator and denominators that are multiples of the same number. Multiply proper fractions and mixed numbers by whole numbers, supported by materials and diagrams.	Add and subtract fractions with different denominators and mixed numbers, using the concept of equivalent fractions. Multiply simple pairs of proper fractions writing the answer in its simplest form (for example, ¼ x ½ = 1/8) Divide proper fractions by whole numbers (for example, 1/3 ÷2=1/6)

Fractions: Solve problems				Solve problems that involve all of the above.	Solve problems involving increasingly harder fractions to calculate quantities, and fractions to divide quantities, including non-unit fractions where the answer is a whole number.		
Decimals: Recognise and Write					Recognise and write decimal equivalents of any number of tenths or hundredths. Recognise and write decimal equivalents to ¼, ½, 3/4 .	Read and write decimal numbers as fractions (for example, 0.71=71/100) Recognise and use thousandths and relate them to tenths, hundredths and decimal equivalents.	Identify the value of each digit in numbers given to three decimal places.
Decimals: Compare					Round decimals with one decimal place to the nearest whole number. Compare numbers with the same number of decimal places up to two decimal places.	Round decimals with two decimal places to the nearest whole number and to one decimal place. Read, write, order and compare numbers with up to three decimal places.	
Decimals: Calculations and Problems					Find the effect of dividing a one or two-digit number by 10 and 100, identifying the value of the digits in the answer as ones, tenths and hundredths.	Solve problems involving numbers up to three decimal places.	Multiply and divide numbers by 10, 100 and 1000 giving answers up to three decimal places. Multiply one-digit numbers with up to two decimal places by whole numbers. Multiply one-digit numbers with up to two decimal places by whole numbers. Use written division methods in cases where the answer has up to two decimal places. Solve problems which require answers to be rounded to specified degrees of accuracy.

Fractions, Decimals and Percentages					Solve simple measure and money problems involving fractions and decimals to two decimal places.	Recognise the percent symbol (%) and understand that percent relates to 'number of parts per hundred,' and write percentages as a fraction with denominator 100, and as a decimal. Solve problems which require knowing percentage and decimal equivalents of ½, ¼, 1/5, 2/5, 4/5 and those fractions with a denominator of a multiple of 10 or 25	Associate a fraction with division and calculate decimal fraction equivalents (for example, 0.375) for a simple fraction (for example, 3/8)
Ration and Proportion							Solve problems involving the relative sizes if two quantities where missing values can be found by using integer multiplication and division facts. Solve problems involving the calculation of percentages (for example, of measures, and such as 15% of 260) and the use of percentages for comparison. Solve problems involving similar shapes where the scale factor is known or can be found. Solve problems involving unequal sharing and grouping using knowledge of fractions and multiples.
Algebra		Solve one-stop problems that involve addition and subtraction, using concrete objects and pictorial representations, and missing number problems such as 7=_-9	Recognise and use the inverse relationship between addition and subtraction and use this to check calculations and solve missing number problems.	Solve problems, including missing number problems.			Use simple formulae. Generate and describe linear number sequences. Express missing number problems algebraically. Find pairs of numbers that satisfy an equation with two unknowns. Enumerate possibilities of combinations of two variables.

Measurement: Using measures		Compare, describe and solve practical problems for: Lengths and heights (for example, long/short, longer/shorter, tall/short, double/half) Mass/weight (for example, heavy/light, heavier than/lighter than). Capacity and volume (for example, full/empty, more than, less than, half, half full, quarter). Time (for example, quicker, slower, earlier, later). Measure and begin to record the following: Lengths and heights Mass/weight Capacity and volume Time (hours, minutes, seconds)	Choose and use appropriate standard units to estimate and measure length/height in any direction (m/cm); mass (kg/g); temperature (°C); capacity (litres/ml) to the nearest appropriate unit, using rulers, scales, thermometers and measuring vessels. Compare and order lengths, mass, volume/capacity and record the results using >, < and =	Measure, compare, add and subtract: lengths (m/cm/mm); mass (kg/g); volume/capacity (l/ml).	Convert between different units of measure (for example, kilometre to metre; hour to minute). Estimate, compare and calculate different measures.	Convert between different units of metric measure (for example, kilometre and metre; centimetre and metre; centimetre and millimetre; gram and kilogram; litre and millilitre). Understand and use approximate equivalences between metric units and common imperial units such as inches, pounds and pints. Use all four operations to solve problems involving measure (for example, length, mass, volume, money) using decimal notation, including scaling.	Solve problems involving the calculation and conversion of units of measure, using decimal notation up to three decimal places where appropriate. Use, read, write and convert between standard units, converting measurements of length, mass, volume and time from a smaller unit of measure to a larger unit, and vice versa, using decimal notation to up to three decimal places. Convert between miles and kilometres.
Measurement: Money		Recognise and know the value of different denominations of coins and notes.	Recognise and use symbols for pounds (£) and pence (p); combine amounts to make a particular value. Find different combinations of coins that equal the same amounts of money. Solve simple problems in a practical context involving addition and subtraction of money of the same unit, including giving change.	Add and subtract amounts of money to give change, using both £ and p in practical contexts.	Estimate, compare and calculate different measures, including money in pounds and pence.	Use all four operations to solve problems involving measure (for example, money).	
Measurement: Time		Sequence events in chronological order using language (for example, before and after, next, first, today, yesterday, tomorrow, morning, afternoon and evening). Recognise and use language relating to dates, including days of the week, weeks, months and years. Tell the time to the hour and half past the hour and draw the hands on a clack face to show these times.	Compare and sequence intervals of time. Tell and write the time to five minutes, including quarter past/to the hour and draw the hands on a clock face to show these times. Know the number of minutes in an hour and the number of hours in a day.	Tell and write the time from an analogue clock, including using Roman numerals from I to XII, and 12-hour and 24-hour clocks. Estimate and read time with increasing accuracy to the nearest minute; record and compare time in terms of seconds, minutes and hours; use vocabulary such as o'clock, am/pm, morning, afternoon, noon and midnight. Know the number of seconds in a minute and the number of days in each month, year and leap year. Compare durations of events (for example, to calculate the time taken by particular events or tasks).	Read, write and convert time between analogue and digital 12 and 24-hour clocks. Solve problems involving converting from hours to minutes; minutes to seconds; years to months; weeks to days.	Solve problems involving converting between units of time.	Use, read, write and convert between standard units, converting measurements of time from smaller unit of measure to a larger unit, and vice versa.

Measurement: Perimeter, Area, Volume				Measure the perimeter of simple 2d shapes.	Measure and calculate the perimeter of a rectilinear figure (including squares) in centimetres and metres. Find the area of rectilinear shapes by counting squares.	Measure and calculate the perimeter of composite rectilinear shapes in centimetres and metres. Calculate and compare the area of rectangles (including squares), and including using standard units, square centimetres (cm^2) and square metres (m^2) and estimate the area of irregular shapes. Estimating volume (for example, using 1cm^3 blocks to build cuboids (including cubes)) and capacity (for example, using water).	Recognise that shapes with the same areas can have different perimeters and vice versa. Recognise when it is possible to use formulae for area and volume of shapes. Calculate the area of parallelograms and triangles. Calculate, estimate and compare volume of cubes and cuboids using standard units, including cubic centimetres (cm^3) and cubic metres (m^3), and extending to other units (for example, mm^3 and km^3).
Geometry: 2d Shapes		Recognise and name common 2d shapes (for example, rectangles (including squares), circles and triangles).	Identify and describe the properties of 2d shapes, including the number of sides and line symmetry in a vertical line. Identify 2d shapes on the surface of 3d shapes, (for example, a circle on a cylinder and a triangle on a pyramid). Compare and sort common 2d shapes and everyday objects.	Draw 2d shapes.	Compare and classify geometric shapes, including quadrilaterals and triangles, based on their properties and sizes. Identify lines of symmetry in 2d shapes presented in different orientations.	Distinguish between regular and irregular polygons based on reasoning about equal sides and angles. Use the properties of rectangles to deduce related facts and find missing lengths and angles.	Draw 2d shapes using given dimensions and angles. Compare and classify geometric shapes based on their properties and sizes. Illustrate and name parts of circles, including radius, diameter and circumference and know that the diameter is twice the radius.
Geometry: 3d shapes		Recognise and name common 3d shapes (for example, cuboids (including cubes), pyramids and spheres).	Recognise and name common 3d shapes (for example, cuboids (including cubes), pyramids and spheres). Compare and sort common 3d shapes and everyday objects.	Make 3d shapes using modelling materials; recognise 3d shapes in different orientations and describe them.		Identify 3d shapes, including cubes and other cuboids, from 2d representations.	Recognise, describe and build simple 3d shapes, including making nets.

Geometry: Angles and Lines				Recognise angles as a property of shape or a description of a turn. Identify right angles, recognise that two right angles make a half-turn, three make three quarters of a turn and four a complete turn; identify whether angles are greater than or less than a right angle. Identify horizontal and vertical lines and pairs of perpendicular and parallel lines.	Identify acute and obtuse angles and compare and order angles up to two right angles by size. Identify lines of symmetry in 2d shapes presented in different orientations. Complete a simple symmetric figure with respect to a specific line of symmetry.	Know angles are measured in degrees: estimate and compare acute, obtuse and reflex angles. Draw given angles, and measure them in degrees. Identify: - Angles at a point and one whole turn (total 360°) - Angles at a point on a straight line and ½ a turn (total 180°) - Other multiples of 90°	Find unknown angles in any triangles, quadrilaterals, and regular polygons. Recognise angles where they meet at a point, are on a straight line, or are vertically opposite, and find missing angles.
Geometry: Position and Direction		Describe position, direction and movement, including whole, half, quarter and three-quarter turns.	Order and arrange combinations of mathematical objects in patterns and sequences. Use mathematical vocabulary to describe position, direction and movement, including movement in a straight line and distinguishing between rotation as a turn and in terms of right angles for quarter, half an three-quarter turns (clockwise and anti-clockwise).		Describe positions on a 2d grid as coordinates in the first quadrant. Describe movements between positions as translations of a given unit to the left/right and up/down. Plot specified points and draw sides to complete a given polygon.	Identify, describe and represent the position of a shape following a reflection or translation, using the appropriate language, and know that the shapes had not changed.	Describe positions on the full coordinate grid (all four quadrants). Draw and translate simple shapes on the coordinate plane, and reflect them in the axes.
Statistics: Present and Interpret			Interpret and construct simple pictograms, tally charts, block diagrams and simple tables.	Interpret and present data using bar charts, pictograms and tables.	Interpret and present discrete and continuous data using appropriate graphical methods, including bar charts and time graphs.	Complete, read and interpret information in tables, including timetables.	Interpret and construct pie charts and line graphs and use these to solve problems.
Statistics: Solve Problems			Ask and answer simple questions by counting the number of objects in each category and sorting the categories by quantity. Ask and answer questions about totalling and comparing categorical data.	Solve one-step and two-step questions (for example, 'How many more?' And 'How many fewer?') using information presented in scaled bar charts and pictograms and tables.	Solve comparison, sum and difference problems using information presented un bar charts, pictograms, tables and other graphs.	Solve comparison, sum and difference problems using information presented in a line graph.	Calculate and interpret the mean as an average.

Stanford in the Vale Primary School

Music





Curriculum Progression Document

Music Progression Map

Curriculum Coverage and Key Vocabulary

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five			Year Six
Charanga Units	Me! My Stories Everyone! Our World Big Bear Funk Reflect, Rewind, Replay	Hey You Rhythm In The Way We Walk and The Banana Rap In the Groove Round and Round Your Imagination Reflect, Rewind, Replay	Hands, Feet, Heart I Wanna Play in a Band Zootime Friendship Song Reflect, Rewind & Replay	Let Your Spirit Fly Glockenspiel Stage 1 Three Little Birds The Dragon Song Bringing Us Together Reflect, Rewind, Replay	Mamma Mia Glockenspiel 2 Stop! Lean On Me Blackbird Reflect, Rewind, Replay	First Access Guitar Lessons provided by OCC Music Services			Happy Classroom Jazz 2 A New Year Carol You've Got A Friend Music and Me Reflect, Rewind, Replay
Musical Styles	A Wide Variety of Musical Styles as an introduction	Old School Hip-Hop Reggae Blues, Baroque, Latin, Bhangra, Folk, Funk Bossa Nova Pop	Afropop, South African Rock Reggae Pop Classical	RnB Reggae Pop Disco	Pop Grime Gospel The Beatles/Pop	Range of Musical Styles			Pop/Neo Soul Bacharach and Blues Classical or Urban Gospel 70s Ballad/Pop
Vocabulary	Pulse, rhythm, pitch, high sounds, low sounds, perform, unison, phrase.	Pulse, rhythm, pitch, rap, improvise, compose, melody, bass guitar, drums, decks, perform, singers, keyboard, percussion, trumpets, saxophones, Blues, Baroque, Latin, Irish Folk, Funk, pulse, rhythm, pitch, groove, audience, imagination	Keyboard, drums, bass, electric guitar, saxophone, trumpet, pulse, rhythm, pitch, improvise, compose, audience, question and answer, melody, dynamics, tempo, perform/performance, audience, rap, Reggae, glockenspiel	Structure, intro/introduction, verse, chorus, improvise, compose, pulse, rhythm, pitch, tempo, dynamics, bass, drums, guitar, keyboard, synthesizer, hook, melody, texture, structure, electric guitar, organ, backing vocals, hook, riff, melody, Reggae, pentatonic scale, imagination, Disco	Keyboard, electric guitar, bass, drums, improvise, compose, melody, pulse, rhythm, pitch, tempo, dynamics, texture, structure, compose, improvise, hook, riff, melody, solo, pentatonic scale, unison, rhythm patterns, musical style, rapping, lyrics, choreography, digital/electronic sounds, turntables, synthesizers, by ear, notation, backing vocal, piano, organ, acoustic guitar, percussion, birdsong, civil rights, racism, equality.	rhythm ,pitch, dynamics, timbre, pulse, rhythm, tempo, texture, structure, crotchet, quaver, minim, rests, treble clef, time signature, finger position, posture, 5-note melody, neck, fretbar, fret, fretboard, strings, pegs, bridge, body, picking, open string, strumming, tuning, pentatonic, pick,			style indicators, melody, compose, improvise, cover, pulse, rhythm, pitch, tempo, dynamics, timbre, texture, structure, dimensions of music, Neo Soul, producer, groove, Motown, hook, riff, solo, Blues, Jazz, improvise/improvisation, by ear, melody, riff, solo, ostinato, phrases, unison, Urban Gospel, civil rights, gender equality, unison, harmony.



Curriculum Progression Document

Music Progression							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Listen and Appraise	To learn that music can touch your feelings. To enjoy moving to music by dancing, marching, being animals or Pop stars	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars.	To learn how they can enjoy moving to music by dancing, marching, being animals or pop stars. To learn how songs can tell a story or describe an idea.	To confidently identify and move to the pulse. To think about what the words of a song mean. To take it in turn to discuss how the song makes them feel. Listen carefully and respectfully to other people's thoughts about the music.	To confidently identify and move to the pulse. To talk about the musical dimensions working together in the Unit songs eg if the song gets louder in the chorus (dynamics). Talk about the music and how it makes them feel. Listen carefully and respectfully to other people's thoughts about the music. When you talk try to use musical words.	Identify music in a historical context Maintain steady pulse and tempo while listening to music Identify musical instruments used in particular recordings Understanding of the instrumental families-strings, woodwind, brass, and percussion Identify different styles of music	To identify and move to the pulse with ease. To think about the message of To compare two songs in the sa style, talking about what stand musically in each of them, their similarities and differences. Listen carefully and respectfully to other people's thoughts abo the music. Use musical words when talking about the songs. To talk about the musical dime working together in the Unit so Talk about the music and how it makes you feel, using musical language to describe th music.
Singing	To sing along with a pre-recorded song and add actions. To sing along with the backing track.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm) Learn to start and stop singing when following a leader.	Learn about voices singing notes of different pitches (high and low). Learn that they can make different types of sounds with their voices - you can rap (spoken word with rhythm) Learn to find a comfortable singing position. Learn to start and stop singing when following a leader.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To have an awareness of the pulse internally when singing.	To sing in unison and in simple two-parts. To demonstrate a good singing posture. To follow a leader when singing. To enjoy exploring singing solo. To sing with awareness of being 'in tune'. To rejoin the song if lost. To listen to the group when singing.	Accurately matching pitch with voice Describe and sing differences in pitch using correct musical language Breath control from diaphragm and sustain focused sound/tone Memorisation of melodies and lyrics of simple songs Use of musical dynamics while singing	To sing in unison and to sing ba vocals. To demonstrate a good singing posture. To follow a leader when singing To experience rapping and solo singing. To listen to each other and be a of how you fit into the group. To sing with awareness of bein tune'

Playing	Perform any nursery rhymes or songs adding a simple instrumental part.	Treat instruments carefully and with respect. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	Treat instruments carefully and with respect. Learn to play an instrumental part that matches their musical challenge, using one of the differentiated parts (a one-note part, a simple part, medium part). Play the part in time with the steady pulse. Listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes.	To treat instruments carefully and with respect. Play any one, or all of four, differentiated parts on a tuned instrument –a one-note, simple or medium part or the melody of the song) from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. Listen and clap back, then listen and clap your own answer. Use voices and instruments, listen and sing back, then listen and play your own answer using one or two notes. Take it in turns to improvise using three different notes.	To treat instruments carefully and with respect. Play any one, or all four, differentiated parts on a tuned instrument – a one-note, simple, medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To listen to and follow musical instructions from a leader. To experience leading by making sure everyone plays in the playing section of the song Take it in turns to improvise using three different notes.	Correct finger position and playing technique Produce a clear and focused tone Demonstrate correct instrumental posture Identify names of lines and spaces in the treble clef Clap correct rhythmic values of crotches, quavers, minims, and rests Identify treble clef sign and time signatures of 4/4 & 3/4 Correctly clap rhythms from flash cards/powerpoint Play five note melodies from written notation Correctly assemble musical instrument and name the parts Transport and store musical instrument with care Appropriate maintenance of instrument	Play a musical instrument with the correct technique within the context of the Unit song. Select and learn an instrumental part using one of the differentiated parts – a one note, simple or medium part or the melody of the song from memory or using notation. To rehearse and perform their part within the context of the Unit song. To lead a rehearsal session. Take it in turns to improvise using three different notes. Improvise with a feeling for the style of Bossa Nova using the notes D, E, G, A + B (pentatonic scale)
Compose		Help to create a simple melody using one, two or three notes Learn how the notes of the composition can be written down and changed if necessary.	Help to create a simple melody using one, three or five notes. Learn how the notes of the composition can be written down and changed if necessary.	Help create at least one simple melody using one, three or five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Help create at least one simple melody using one, three or all five different notes. Plan and create a section of music that can be performed within the context of the unit song. Talk about how it was created. Listen to and reflect upon the developing composition and make musical decisions about pulse, rhythm, pitch, dynamics and tempo. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).	Create a five note melody based on a given rhythmic pattern Improvise a two measure melody based on three to five notes Create a melody based on a theme while working in a small group	Create simple melodies using up to five different notes and simple rhythms that work musically with the style of the Unit song. Explain the keynote or home note and the structure of the melody. Listen to and reflect upon the developing composition and make musical decisions about how the melody connects with the song. Record the composition in any way appropriate that recognises the connection between sound and symbol (e.g. graphic/pictorial notation).

Perform	Perform any of the nursery rhymes by singing and adding actions or dance. Perform any nursery rhymes or songs adding a simple instrumental part. Record the performance to talk about.	Choose a song they have learnt from the Scheme and perform it. add ideas to the performance. Record the performance and say how they were feeling about it.	Choose a song they have learnt from the Scheme and perform it. To add their ideas to the performance. Record the performance and say how they were feeling about it.	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	To choose what to perform and create a programme. Present a musical performance designed to capture the audience. To communicate the meaning of the words and clearly articulate them. To talk about the best place to be when performing and how to stand or sit. To record the performance and say how they were feeling, what they were pleased with what they would change and why.	Understand how to prepare for a musical concert Maintain a steady pulse/beat in a concert Play for an audience Small group performances in class Play correct melody in the play and copy activities Use of musical dynamics while performing	To choose what to perform and create a programme. To communicate the meaning of the words and clearly articulate them. To talk about the venue and how to use it to best effect. To record the performance and compare it to a previous performance. To discuss and talk musically about it – “What went well?” and “It would have been even better if…?”

Stanford in the Vale Primary School

Physical Education



Curriculum Progression Document

PE Progression Map							
Curriculum Coverage							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Autumn 1	Fundamentals	Fundamentals	Sending and Receiving	Gymnastics	Gymnastics	Gymnastics	Dance
	Nature School	Nature School	Nature School	Netball	Rugby	Tennis	Swimming
Autumn 2	Balls Skills 1	Parkour	Nature School	Dance	Dance	Dance	Parkour
	Nature School	Nature School	Swimming	Hockey	Fundamentals	Handball	Volleyball
Spring 1	Gymnastic	Dance	Gymnastics	Swimming	Gymnastics	Gymnastics	Gymnastics
	Nature School	Nature School	Nature School	Dance	OAA	Football	Netball
Spring 2	Dance	Swimming	Dance	Parkour	Dance	Dance	Dance
	Nature School	Nature School	Nature School	Rugby	Basketball	Hockey	Cricket
Summer 1	Games	Target Games	Net and wall games	Dodgeball	Cricket	Athletics	Athletics
	Nature School	Nature School	Nature School	Tennis	Athletics	Swimming	Basketball
Summer 2	Ball Skills 2	Striking and Fielding	Athletics	Athletics	Golf	Rounders	Badminton
	Nature School	Nature School	Nature School	Rounders	Swimming	OAA	Dodgeball



Curriculum Progression Document

Body Management: Parkour and gymnastics

These unit link to the following strands of the NC: KS1: master basic movements as well as developing balance, agility and coordination. 2 KS2: develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Create shapes showing a basic level of stillness using different parts of their bodies.	Perform balances making their body tense, stretched and curled.	Perform balances on different body parts with some control and balance.	Complete balances with increasing stability, control and technique.	Use body tension to perform balances both individually and with a partner.	Show increasing control and balance when moving from one balance to another.	Combine and perform more complex balances with control, technique and fluency.
Begin to take weight on different body parts.	Take body weight on hands for short periods of time.	Take body weight on different body parts, with and without apparatus.	Demonstrate some strength and control when taking weight on different body parts for longer periods of time.	Demonstrate increasing strength, control and technique when taking own and others weight.	Use strength to improve the quality of an action and the range of actions available.	Demonstrate more complex actions with a good level of strength and technique.
Show shapes and actions that stretch their bodies.	Demonstrate poses and movements that challenge their flexibility.	Show increased awareness of extension and flexibility in actions.	Demonstrate increased flexibility and extension in their actions.	Demonstrate increased flexibility and extension in more challenging actions.	Use flexibility to improve the quality of the actions they perform as well as the actions they choose to link them.	Confidently transition from one action to another showing appropriate control and extension for the complexity of the action.
Copy and link simple actions together.	Remember, repeat and link simple actions together.	Copy, remember, repeat and plan linking simple actions with some control and technique.	Choose actions that flow well into one another both on and off apparatus.	Plan and perform sequences showing control and technique with and without a partner.	Create and perform more complex sequences of actions with a good level of quality, control and technique with and without a partner.	Plan and perform with precision, control and fluency, a sequence of actions including a wide range of skills.

Curriculum Progression Document

Dance

KS1: perform dances using simple movement patterns. KS2: perform dances using a range of movement patterns.

EYFS	1	2	3	4	5	6
Copy basic body actions and rhythms.	Copy, remember and repeat actions.	Copy, remember and repeat a series of actions.	Copy remember and perform a dance phrase.	Copy, remember and adapt set choreography.	Accurately copy and repeat set choreography in different styles of dance showing a good sense of timing.	Perform dances confidently and fluently with accuracy and good timing.
Choose and use travelling actions, shapes and balances.	Choose actions for an idea.	Select from a wider range of actions in relation to a stimulus.	Create short dance phrases that communicate an idea.	Choreograph considering structure individually, with a partner and in a group.	Choreograph phrases individually and with others considering actions, dynamics, space and relationships in response to a stimulus.	Work creatively and imaginatively individually, with a partner and in a group to choreograph longer phrases and structure dance considering actions, space, relationship and dynamics in relation to a theme.
Travel in different pathways using the space around them.	Use changes of direction, speed and levels with guidance.	Use pathways, levels, shapes, directions, speeds and timing with guidance. Use mirroring and unison when completing actions with a partner.	Use canon, unison and formation to represent an idea.	Use action and reaction to represent an idea.	Confidently perform choosing appropriate dynamics to represent an idea.	Improvise and combine dynamics demonstrating an awareness of the impact on performance.
Begin to use dynamics and expression with guidance.	Show some sense of dynamic and expressive qualities.	Show a character through actions, dynamics and expression.	Match dynamic and and expressive qualities to a range of ideas.	Change dynamics to express changes in character or narrative.	Use counts accurately when choreographing to perform in time with others and the music.	Use counts when choreographing and performing to improve the quality of work.
Begin to count to music.	Begin to use counts.	Use counts with help to stay in time with the music.	Use counts to keep in time with a partner and group.	Use counts when choreographing short phrases.		

Curriculum Progression Document

Fundamentals: athletics

KS1: master basic movements including running, jumping and throwing. Develop balance, agility and co-ordination, and begin to apply these in a range of activities.

KS2: use running, jumping and throwing in isolation and in combination. Develop flexibility, strength, technique, control and balance.

EYFS	1	2	3	4	5	6
Run and stop with some control.	Attempt to run at different speeds showing an awareness of technique.	Show balance and co-ordination when running at different speeds.	Show balance, co-ordination and technique when running at different speeds, stopping with control.	Demonstrate how and when to speed up and slow down when running.	Run at the appropriate speed over longer distances or for longer periods of time.	Demonstrate a controlled running technique using the appropriate speed over longer distances or for longer periods of time.
Explore skipping as a travelling action.	Begin to link running and jumping movements with some control.	Link running and jumping movements with some control and balance.	Link running, hopping and jumping actions using different take offs and landing.	Link hopping and jumping actions with some control.	Show control at take-off and landing in more complex jumping activities.	Link running, jumping and hopping actions with greater control and co-ordination.
Jump and hop with bent knees.	Jump, leap and hop and choosing which allows them to jump the furthest.	Show hopping and jumping movements with some balance and control.	Jump for distance and height with an awareness of technique.	Jump for distance and height showing balance and control.	Perform a range of more complex jumps showing some technique.	Perform jumps for height and distance using good technique.
Throwing larger balls and beanbags into space.	Throw towards a target.	Change technique to throw for distance.	Throw a variety of objects, changing action for accuracy and distance.	Throw with some accuracy and power towards a target area.	Show accuracy and power when throwing for distance.	Show accuracy and good technique when throwing for distance.
Balance whilst stationary and on the move.	Show some control and balance when travelling at different speeds.	Show control and balance when travelling at different speeds.	Demonstrate balance when performing other fundamental skills.	Demonstrate good balance when performing other fundamental skills.	Demonstrate good balance and control when performing other fundamental skills.	Show fluency and control when travelling, landing, stopping and changing direction.
Change direction at a slow pace.	Begin to show balance and co-ordination when changing direction.	Demonstrates balance and co-ordination when changing direction.	Show balance when changing direction in combination with other skills.	Show balance when changing direction at speed in combination with other skills.	Demonstrate improved body posture and speed when changing direction.	Change direction with a fluent action and can transition smoothly between varying speeds.
Explore moving different body parts together.	Use co-ordination with and without equipment.	Perform actions with increased control when co-ordinating their body with and without equipment.	Can co-ordinate their bodies with increased consistency in a variety of activities.	Begin to co-ordinate their body at speed in response to a task.	Can co-ordinate a range of body parts at increased speed.	Can co-ordinate a range of body parts with a fluent action at a speed appropriate to the challenge.

Curriculum Progression Document

Games: through ball skills, sending and receiving, invasion, target, net and wall, striking and fielding games

KS1: master basic movements including throwing and catching. Participate in team games, developing simple tactics for attacking and defending.

KS2: use running, jumping, throwing and catching in isolation and in combination. Play competitive games, modified where appropriate and apply basic principles suitable for attacking and defending.

EYFS	1	2	3	4	5	6
Drop and catch with two hands.	Drop and catch a ball after one bounce on the move.	Dribble a ball with two hands on the move.	Dribble the ball with one hand with some control in game situations.	Link dribbling the ball with other actions with increasing control.	Use dribbling to change the direction of play with some control under pressure.	Use dribbling to change the direction of play with control under pressure.
Move a ball with feet.	Move a ball using different parts of the foot.	Dibble a ball with some success, stopping it when required.	Dribble a ball with feet with some control in game situations.	Change direction when dribbling with feet with some control in game situations.	Dribble with feet with some control under increasing pressure.	Use a variety of dribbling techniques to maintain possession under pressure.
Throw and roll a variety of beanbags and larger balls to space.	Throw and roll towards a target with some varying techniques.	Throw and roll towards a target using varying techniques with some success.	Use a variety of throwing techniques in game situations.	Use a variety of throwing techniques with increasing success in game situations.	Use a variety of throwing techniques with some control under increasing pressure.	Use a variety of throwing techniques including fake passes to outwit an opponent.
Kick larger balls to space.	Kick towards a stationary target.	Show balance when kicking towards a target.	Kick towards a partner in game situations.	Kick with increasing success in game situations.	Use a variety of kicking techniques with some control under increasing pressure.	Select and apply the appropriate kicking technique with control.
Stop a beanbag or large ball sent to them using hands.	Catch a beanbag and a medium-sized ball.	Catch an object passed to them, with and without a bounce.	Catch a ball passed to them using one and two hands with some success.	Catch a ball passed to them using one and two hands with increasing success.	Catch and intercept a ball using one and two hands with some success in game situations.	Catch and intercept a ball using one and two hands with increasing success in game situations.
Attempt to stop a large ball sent to them using feet.	Attempt to track balls and other equipment sent to them.	Move to track a ball and stop it using feet with limited success.	Receive a ball sent to them using different parts of the foot.	Receive a ball using different parts of the foot under pressure.	Receive a ball using different parts of the foot under pressure with increasing control.	Receive a ball with consideration to the next move.
Hit a ball with hands.	Strike a stationary ball using a racket.	Strike a ball using a racket.	Strike a ball with varying techniques.	Strike a ball using varying techniques with increasing accuracy.	Strike a ball using a wider range of skills. Apply these with some success under pressure.	Strike a ball using a wider range of skills to outwit an opponent. Apply these with increasing control under pressure.
Run and stop when instructed.	Run, stop and change direction with some balance and control.	Run, stop and change direction with balance and control.	Change direction with increasing speed in game situations.	Change direction to lose an opponent with some success.	Use a variety of techniques to change direction to lose an opponent.	Confidently change direction to successfully outwit an opponent.
Move around showing limited awareness of others.	Recognise space in relation to others.	Move to space to help score goals or limit others scoring.	Use space with some success in game situations.	Create and use space with some success in game situations.	Create and use space for self and others with some success.	Effectively create and use space for self and others to outwit an opponent.
Make simple decisions in response to a situation.	Begin to use simple tactics with guidance.	Use simple tactics.	Use simple tactics individually and within a team.	Use simple tactics to help their team score or gain possession.	Understand the need for tactics and can identify when to use them in different situations.	Work collaboratively to create tactics within their team and evaluate the effectiveness of these.



Curriculum Progression Document

OAA: through team building and OAA

KS1: participate in team games, developing simple tactics. KS2: take part in outdoor and adventurous activity challenges both individually and within a team

EYFS	1	2	3	4	5	6
Follow simple instructions.	Follow instructions.	Follow instructions accurately.	Follow instructions from a peer and give simple instructions.	Accurately follow instructions given by a peer and give clear and usable instructions to a peer.	Use clear communication when working in a group and taking on different roles.	Communicate with others clearly and effectively when under pressure.
Share their ideas with others.	Begin to work with a partner and a small group.	Work co-operatively with a partner and a small group, taking turns and listening to each other.	Work collaboratively with a partner and a small group, listening to and accepting others' ideas.	Confidently communicate ideas and listen to others before deciding on the best approach.	Begin to lead others, providing clear instructions.	Confident to lead others and show consideration of including all within a group.
Explore activities making own decisions in response to a task.	Understand the rules of the game and suggest ideas to solve simple tasks.	Try different ideas to solve a task.	Plan and attempt to apply strategies to solve problems.	Plan and apply strategies to solve problems.	Plan and apply strategies with others to more complex challenges.	Use critical thinking skills to form ideas and strategies selecting and applying the best method to solve a problem.
Make decisions about where to move in space. Follow a path.	Copy a simple diagram/map.	Follow and create a simple diagram/map.	Orientate and follow a diagram/map.	Identify key symbols on a map and use a key to help navigate around a grid.	Orientate a map confidently using it to navigate around a course.	Confidently and efficiently orientate a map, identifying key features to navigate around a course.
Begin to identify personal success.	Identify own and others' success.	Understand when a challenge is solved successfully and begin to suggest simple ways to improve.	Reflect on when and why challenges are solved successfully and use others' success to help them to improve.	Watch, describe and evaluate the effectiveness of their team strategy, giving ideas for improvements.	Explain why a particular strategy worked and alter methods to improve.	Accurately reflect on when challenges are solved successfully and suggest well thought out improvements.

Curriculum Progression Document

Swimming: NC: All schools must provide swimming instruction either in key stage 1 or key stage 2

Beginners	Developers	Intermediate
Submerge and regain feet in the water.	Confidently and consistently retrieve an object from the floor with the same breath.	Confidently combine skills to retrieve an object from greater depth.
Breathe in sync with an isolated kicking action from poolside.	Begin to co-ordinate breath in time with basic strokes showing some consistency in timing.	Confidently co-ordinate a smooth and consistent breathing technique with a range of strokes.
Use arms and legs together to move effectively across a short distance in the water.	Demonstrate a fair level of technique, consistently co-ordinating the correct body parts in a range of strokes.	Confidently demonstrate good technique in a wider range of strokes over increased distances.
Glide on front and back over short distances.	Combine gliding and floating on front and back over an increased distance.	Combine gliding and transitioning into an appropriate stroke with good control.
Float on front and back for short periods of time.	Float on front and back using different shapes with increased control.	Confidently link a variety of floating actions together demonstrating good technique and control.
Confidently roll from front to back and then regain a standing position.	Comfortably demonstrate sculling head first, feet first and treading water.	Select and apply the appropriate survival technique to the situation.

Stanford in the Vale Primary School

Personal, Social, Health and Relationships and Sex Education





Curriculum Progression Document

PSHE Progression Map

Curriculum Coverage and Key Vocabulary

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being in my world	Know special things about themselves Know that some people are different from themselves Know how happiness and sadness can be expressed Know that hands can be used kindly and unkindly Know that being kind is good Know they have a right to learn and play, safely and happily	Understand the rights and responsibilities of a member of a class Understand that their views are important Understand that their choices have consequences Understand their own rights and responsibilities with their classroom	Identifying hopes and fears for the year ahead Understand the rights and responsibilities of class members Know that it is important to listen to other people Understand that their own views are valuable Know about rewards and consequences and that these stem from choices Know that positive choices impact positively on self-learning and the learning of others	Understand that they are important Know what a personal goal is Understanding what a challenge is Know why rules are needed and how these relate to choices and consequences Know that actions can affect others' feelings Know that others may hold different views Know that the school has a shared set of values	Know how individual attitudes and actions make a difference to a class Know about the different roles in the school community Know their place in the school community Know what democracy is (applied to pupil voice in school) Know that their own actions affect themselves and others Know how groups work together to reach a consensus Know that having a voice and democracy benefits the school community	Know how to face new challenges positively Understand how to set personal goals Understand the rights and responsibilities associated with being a citizen in the wider community and their country Know how an individual's behaviour can affect a group and the consequences of this Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process	Know how to set goals for the year ahead Understand what fears and worries are Know about children's universal rights (United Nations Convention on the Rights of the Child) Know about the lives of children in other parts of the world Know that personal choices can affect others locally and globally Understand that their own choices result in different consequences and rewards Understand how democracy and having a voice benefits the school community Understand how to contribute towards the democratic process
Vocabulary	Kind, Gentle, Friend, Similar(ity), Different, Rights, Responsibilities, Feelings, Angry, Happy, Excited, Nervous, Sharing, Taking Turns.	Safe, Special, Calm, Belonging, Special, Rights, Responsibilities, Learning Charter, Jigsaw Charter, Rewards, Proud, Consequences, Upset, Disappointed, Illustration.	Worries, Hopes, Fears, Belonging, Rights, Responsibilities, Responsible, Actions, Praise, Reward, Consequence, Positive, Negative, Choices, Co-Operate, Learning Charter, Problem-Solving.	Welcome, Valued, Achievements, Proud, Pleased, Personal Goal, Praise, Acknowledge, Affirm, Emotions, Feelings, Nightmare, Fears, Worries, Solutions, Support, Rights, Responsibilities, Learning Charter, Dream, Behaviour, Rewards, Consequences, Actions, Fairness, Choices, Co-Operate, Group Dynamics, Team Work, View Point, Ideal School, Belong.	Included, Excluded, Welcome, Valued, Team, Charter, Role, Job Description, School Community, Responsibility, Rights, Democracy, Democratic, Reward, Consequence, Decisions, Voting, Authority, Learning Charter, Contribution, Observer, UN Convention on Rights of Child (UNCRC).	Goals, Worries, Fears, Value, Welcome, Choice, Ghana, West Africa, Cocoa Plantation, Cocoa Pods, Machete, Rights, Community, Education, Wants, Needs, Maslow, Empathy, Comparison, Opportunities, Education, Choices, Behaviour, Responsibilities, Rewards, Consequences, Empathise, Learning Charter, Obstacles, Cooperation, Collaboration, Legal, Illegal, Lawful, Laws, Participation, Motivation, Democracy, Decision, Proud.	Challenge, Goal, Attitude, Actions, Rights and Responsibilities, United Nations Convention on The Rights of the Child, Citizen, Choices, Consequences, Views, Opinion, Collaboration, Collective Decision, Democracy.

Celebrating difference	Know what being proud means and that people can be proud of different things Know that people can be good at different things Know what being unique means Know that families can be different Know that people have different homes and why they are important to them Know different ways of making friends Know different ways to stand up for myself Know the names of some emotions such as happy, sad, frightened, angry Know that they don't have to be 'the same as' to be a friend Know why having friends is important Know some qualities of a positive friendship	Know that people have differences and similarities Know what bullying means Know who to tell if they or someone else is being bullied or is feeling unhappy Know skills to make friendships Know that people are unique and that it is OK to be different	Know there are stereotypes about boys and girls Know that it is OK not to conform to gender stereotypes Know it is good to be yourself Know that sometimes people get bullied because of difference Know the difference between right and wrong and the role that choice has to play in this Know that friends can be different and still be friends Know where to get help if being bullied Know the difference between a one-off incident and bullying	Know why families are important Know that everybody's family is different Know that sometimes family members don't get along and some reasons for this Know that conflict is a normal part of relationships Know what it means to be a witness to bullying and that a witness can make the situation worse or better by what they do Know that some words are used in hurtful ways and that this can have consequences	Know that sometimes people make assumptions about a person because of the way they look or act Know there are influences that can affect how we judge a person or situation Know that some forms of bullying are harder to identify e.g. tactical ignoring, cyber-bullying Know what to do if they think bullying is, or might be taking place Know the reasons why witnesses sometimes join in with bullying and don't tell anyone Know that first impressions can change	Know what culture means Know that differences in culture can sometimes be a source of conflict Know what racism is and why it is unacceptable Know that rumour spreading is a form of bullying on and offline Know external forms of support in regard to bullying e.g. Childline Know that bullying can be direct and indirect Know how their life is different from the lives of children in the developing world	Know that there are different perceptions of 'being normal' and where these might come from Know that being different could affect someone's life Know that power can play a part in a bullying or conflict situation Know that people can hold power over others individually or in a group Know why some people choose to bully others Know that people with disabilities can lead amazing lives Know that difference can be a source of celebration as well as conflict
Vocabulary	Different, Special, Proud, Friends, Kind, Same, Similar, Happy, Sad, Frightened, Angry, Family.	Similarity, Same as, Different from, Difference, Bullying, Bullying behaviour, Deliberate, On purpose, Unfair, Included, Bully, Bullied, Celebrations, Special, Unique.	Boys, Girls, Similarities, Assumptions, Shield, Stereotypes, Special, Differences, Bully, Purpose, Kind, Unkind, Feelings, Sad, Lonely, Help, Stand up for, Male, Female, Diversity, Fairness, Kindness, Friends, Unique, Value.	Family, Loving, Caring, Safe, Connected, Difference, Special, Conflict, Solve It Together, Solutions, Resolve, Witness, Bystander, Bullying, Gay, Unkind, Feelings, Tell, Consequences, Hurtful, Compliment, Unique.	Character, Assumption, Judgement, Surprised, Different, Appearance, Accept, Influence, Opinion, Attitude, Bullying, Friend, Secret, Deliberate, On purpose, Bystander, Witness, Bully, Problem solve, Cyber bullying, Text message, Website, Troll, Special, Unique, Physical features, Impression, Changed.	Culture, Conflict, Difference, Similarity, Belong, Culture Wheel, Racism, Colour, Race, Discrimination, Ribbon, Bullying, Rumour, Name-calling, Racist, Homophobic, Cyber bullying, Texting, Problem solving, Indirect, Direct, Happiness, Developing World, Celebration, Artefacts, Display, Presentation.	Normal, Ability, Disability, Visual impairment, Empathy, Perception, Medication, Vision, Blind, Male, Female, Diversity, Transgender, Gender Diversity, Courage, Fairness, Rights, Responsibilities, Power, Struggle, Imbalance, Harassment, Bullying, Bullying behaviour, Direct, Indirect, Argument, Recipient, Para-Olympian, Achievement, Accolade, Perseverance, Sport, Admiration, Stamina, Celebration, Conflict.

Dreams and Goals	Know what a challenge is Know that it is important to keep trying Know what a goal is Know how to set goals and work towards them Know which words are kind Know some jobs that they might like to do when they are older Know that they must work hard now in order to be able to achieve the job they want when they are older Know when they have achieved a goal	Know how to set simple goals Know how to achieve a goal Know how to work well with a partner Know that tackling a challenge can stretch their learning Know how to identify obstacles which make achieving their goals difficult and work out how to overcome them Know when a goal has been achieved	Know how to choose a realistic goal and think about how to achieve it Know that it is important to persevere Know how to recognise what working together well looks like Know what good group working looks like Know how to share success with other people	Know about specific people who have overcome difficult challenges to achieve success Know what dreams and ambitions are important to them Know how they can best overcome learning challenges Know that they are responsible for their own learning Know what their own strengths are as a learner Know what an obstacle is and how they can hinder achievement Know how to take steps to overcome obstacles Know how to evaluate their own learning progress and identify how it can be better next time	Know what their own hopes and dreams are Know that hopes and dreams don't always come true Know that reflecting on positive and happy experiences can help them to counteract disappointment Know how to make a new plan and set new goals even if they have been disappointed Know how to work out the steps they need to take to achieve a goal Know how to work as part of a successful group Know how to share in the success of a group	Know that they will need money to help them to achieve some of their dreams Know about a range of jobs that are carried out by people I know Know that different jobs pay more money than others Know the types of job they might like to do when they are older Know that young people from different cultures may have different dreams and goals Know that communicating with someone from a different culture means that they can learn from them and vice versa Know ways that they can support young people in their own culture and abroad	Know their own learning strengths Know how to set realistic and challenging goals Know what the learning steps are they need to take to achieve their goal Know a variety of problems that the world is facing Know how to work with other people to make the world a better place Know some ways in which they could work with others to make the world a better place Know what their classmates like and admire about them
Vocabulary	Dream, Goal, Challenge, Job, Ambition, Perseverance, Achievement, Happy, Kind, Encourage	Proud, Success, Achievement, Goal, Treasure, Coins, Goal, Learning, Stepping-stones, Process, Working together, Team work, Celebrate, Learning, Stretchy, Challenge, Feelings, Obstacle, Overcome, Achieve, Dreams, Goals	Realistic, Proud, Success, Celebrate, Achievement, Goal, Strength, Persevere, Challenge, Difficult, Easy, Learning Together, Partner, Team work, Product.	Perseverance, Challenges, Success, Obstacles, Dreams, Goals, Ambitions, Future, Aspirations, Garden, Decorate, Team work, Enterprise, Design, Cooperation, Product, Strengths, Motivated, Enthusiastic, Excited, Efficient, Responsible, Frustration, 'Solve It Together' Technique, Solutions, Review, Learning, Celebrate, Evaluate.	Dream, Hope, Goal, Determination, Perseverance, Resilience, Positive attitude, Disappointment, Fears, Hurts, Positive experiences, Plans, Cope, Help, Self-belief, Motivation, Commitment, Enterprise, Design, Cooperation, Success, Celebrate, Evaluate.	Dream, Hope, Goal, Feeling, Achievement, Money, Grown Up, Adult, Lifestyle, Job, Career, Profession, Money, Salary, Contribution, Society, Determination, Perseverance, Motivation, Aspiration, Culture, Country, Sponsorship, Communication, Support, Rallying, Team Work, Cooperation, Difference.	Dream, Hope, Goal, Learning, strengths, Stretch, Achievement, Personal, Realistic, Unrealistic, Feeling, Success, Criteria, Learning steps, Money, Global issue, Suffering, Concern, Hardship, Sponsorship, Empathy, Motivation, Admire, Respect, Praise, Compliment, Contribution, Recognition.

Healthy me	Know the names for some parts of their body Know what the word 'healthy' means Know some things that they need to do to keep healthy Know that they need to exercise to keep healthy Know how to help themselves go to sleep and that sleep is good for them Know when and how to wash their hands properly Know what to do if they get lost Know how to say No to strangers	Know the difference between being healthy and unhealthy Know some ways to keep healthy Know how to make healthy lifestyle choices Know how to keep themselves clean and healthy Know that germs cause disease / illness Know that all household products, including medicines, can be harmful if not used properly Know that medicines can help them if they feel poorly Know how to keep safe when crossing the road Know about people who can keep them safe	Know what their body needs to stay healthy Know what relaxed means Know what makes them feel relaxed / stressed Know how medicines work in their bodies Know that it is important to use medicines safely Know how to make some healthy snacks Know why healthy snacks are good for their bodies Know which foods given their bodies energy	Know how exercise affects their bodies Know why their hearts and lungs are such important organs Know that the amount of calories, fat and sugar that they put into their bodies will affect their health Know that there are different types of drugs Know that there are things, places and people that can be dangerous Know a range of strategies to keep themselves safe Know when something feels safe or unsafe Know that their bodies are complex and need taking care of	Know how different friendship groups are formed and how they fit into them Know which friends they value most Know that there are leaders and followers in groups Know that they can take on different roles according to the situation Know the facts about smoking and its effects on health Know some of the reasons some people start to smoke Know the facts about alcohol and its effects on health, particularly the liver Know some of the reasons some people drink alcohol Know ways to resist when people are putting pressure on them Know what they think is right and wrong	Know the health risks of smoking Know how smoking tobacco affects the lungs, liver and heart Know some of the risks linked to misusing alcohol, including antisocial behaviour Know basic emergency procedures including the recovery position Know how to get help in emergency situations Know that the media, social media and celebrity culture promotes certain body types Know the different roles food can play in people's lives and know that people can develop eating problems / disorders related to body image pressure Know what makes a healthy lifestyle	Know how to take responsibility for their own health Know how to make choices that benefit their own health and well-being Know about different types of drugs and their uses Know how these different types of drugs can affect people's bodies, especially their liver and heart Know that some people can be exploited and made to do things that are against the law Know why some people join gangs and the risk that this can involve Know what it means to be emotionally well Know that stress can be triggered by a range of things Know that being stressed can cause drug and alcohol misuse
Vocabulary	Healthy, Exercise, Head, Shoulders, Knees, Toes, Sleep, Wash, Clean, Stranger, Scared, Trust.	Healthy, Unhealthy, Balanced, Exercise, Sleep, Choices, Clean, Body parts, Keeping clean, Toiletry items (e.g. toothbrush, shampoo, soap), Hygienic, Safe Medicines, Trust, Safe, Safety, Green Cross Code, Eyes, Ears, Look, Listen, Wait.	Healthy choices, Lifestyle, Motivation, Relax, Relaxation, Tense, Calm, Healthy, Unhealthy, Dangerous, Medicines, Safe, Body, Balanced diet, Portion, Proportion, Energy, Fuel, Nutritious.	Oxygen, Energy, Calories / kilojoules, Heartbeat, Lungs, Heart, Fitness, Labels, Sugar, Fat, Saturated fat, Healthy, Drugs, Attitude, Safe, Anxious, Scared, Strategy, Advice, Harmful, Risk, Feelings, Complex, Appreciate, Body, Choice.	Friendship, Emotions, Healthy, Relationships, Friendship groups, Value, Roles, Leader, Follower, Assertive, Agree, Disagree, Smoking, Pressure, Peers, Guilt, Advice, Alcohol, Liver, Disease, Anxiety, Fear, Believe, Assertive, Opinion, Right, Wrong.	Choices, Healthy behaviour, Unhealthy behaviour, Informed decision, Pressure, Media, Influence, Emergency, Procedure, Recovery position, Calm, Level headed, Body image, Media, Social media, Celebrity, Altered, Self-respect, Comparison, Eating problem, Eating disorder, Respect, Debate, Opinion, Fact, Motivation.	Responsibility, Choice, Immunisation, Prevention, Drugs, Effects, Motivation, Prescribed, Unrestricted, Over-the-counter, Restricted, Illegal, Volatile substances, 'Legal highs', Exploited, Vulnerable, Criminal, Gangs, Pressure, Strategies, Reputation, Anti-social behaviour, Crime, Mental health, Emotional health, Mental illness, Symptoms, Stress, Triggers, Strategies, Managing stress, Pressure.

Relationships	Know what a family is Know that different people in a family have different responsibilities (jobs) Know some of the characteristics of healthy and safe friendship Know that friends sometimes fall out Know some ways to mend a friendship Know that unkind words can never be taken back and they can hurt Know how to use Jigsaw's Calm Me to help when feeling angry Know some reasons why others get angry	Know that everyone's family is different Know that there are lots of different types of families Know that families are founded on belonging, love and care Know how to make a friend Know the characteristics of healthy and safe friends Know that physical contact can be used as a greeting Know about the different people in the school community and how they help Know who to ask for help in the school community	Know that everyone's family is different Know that families function well when there is trust, respect, care, love and co-operation Know that there are lots of forms of physical contact within a family Know how to stay stop if someone is hurting them Know some reasons why friends have conflicts Know that friendships have ups and downs and sometimes change with time Know how to use the Mending Friendships or Solve-it-together problem-solving methods Know there are good secrets and worry secrets and why it is important to share worry secrets Know what trust is	Know that different family members carry out different roles or have different responsibilities within the family Know that gender stereotypes can be unfair e.g. Mum is always the carer, Dad always goes to work etc Know some of the skills of friendship, e.g. taking turns, being a good listener Know some strategies for keeping themselves safe online Know how some of the actions and work of people around the world help and influence my life Know that they and all children have rights (UNCRC) Know the lives of children around the world can be different from their own	Know some reasons why people feel jealousy Know that jealousy can be damaging to relationships Know that loss is a normal part of relationships Know that negative feelings are a normal part of loss Know that memories can support us when we lose a special person or animal Know that change is a natural part of relationships/ friendship Know that sometimes it is better for a friendship/ relationship to end if it is causing negative feelings or is unsafe	Know that a personality is made up of many different characteristics, qualities and attributes Know that belonging to an online community can have positive and negative consequences Know that there are rights and responsibilities in an online community or social network Know that there are rights and responsibilities when playing a game online Know that too much screen time isn't healthy Know how to stay safe when using technology to communicate with friends	Know that it is important to take care of their own mental health Know ways that they can take care of their own mental health Know the stages of grief and that there are different types of loss that cause people to grieve Know that sometimes people can try to gain power or control them Know some of the dangers of being 'online' Know how to use technology safely and positively to communicate with their friends and family
Vocabulary	Family, Jobs, Relationship, Friend, Lonely, Argue, Fall-out, Words, Feelings, Angry, Upset, Calm me, Breathing.	Family, Belong, Same, Different, Friends, Friendship, Qualities, Caring, Sharing, Kind, Greeting, Touch, Feel, Texture, Like, Dislike, Help, Helpful, Community, Feelings, Confidence, Praise, Skills, Self-belief, Incredible, Proud, Celebrate, Relationships, Special, Appreciate.	Family, Different, Similarities, Special, Relationship, Important, Co-operate, Touch, Physical contact, Communication, Hugs, Like, Dislike, Acceptable, Not acceptable, Friends, Conflict, Point of view, Positive problem solving, Secret, Surprise, Good secret, Worry secret, Telling, Adult, Trust, Happy, Sad, Frightened, Trust, Trustworthy, Honesty, Reliability, Compliments, Celebrate, Appreciate.	Men, Women, Unisex, Male, Female, Stereotype, Career, Job, Role, Responsibilities, Respect, Differences, Similarities, Conflict, Win-win, Solution, Solve-it-together, Problem-solve, Internet, Social media, Online, Risky, Gaming, Safe, Unsafe, Private messaging (pm), Direct messaging (dm), Global, Communication, Fair trade, Inequality, Food journey, Climate, Transport, Exploitation, Rights, Needs, Wants, Justice, United Nations, Equality, Deprivation, Hardship, Appreciation, Gratitude, Celebrate.	Relationship, Close, Jealousy, Problem-solve, Emotions, Positive, Negative, Loss, Shock, Disbelief, Numb, Denial, Anger, Guilt, Sadness, Pain, Despair, Hope, Souvenir, Memento, Memorial, Acceptance, Relief, Remember, Negotiate, Compromise, Trust, Loyal, Empathy, Betrayal, Amicable, Appreciation, Love.	Personal attributes, Qualities, Characteristics, Self-esteem, Unique, Comparison, Negative self-talk, Social media, Online, Community, Risky, Positive, Negative, Safe, Unsafe, Rights, Responsibilities, Social network, Gaming, Violence, Grooming, Troll, Gambling, Betting, Trustworthy, Appropriate, Screen time, Physical health, Mental health, Off-line, Social, Peer pressure, Influences, Personal information, Passwords, Privacy, Settings, Profile, SMARRT rules	Mental health, Ashamed, Stigma, Stress, Anxiety, Support, Worried, Signs, Warning, Self-harm, Emotions, Feelings, Sadness, Loss, Grief, Denial, Despair, Guilt, Shock, Hopelessness, Anger, Acceptance, Bereavement, Coping strategies, Power, Control, Authority, Bullying, Script, Assertive, Risks, Pressure, Influences, Self-control, Real / fake, True / untrue, Assertiveness, Judgement, Communication, Technology, Power, Cyber-bullying, Abuse, Safety.

Changing me	Know the names and functions of some parts of the body (see vocabulary list) Know that we grow from baby to adult Know who to talk to if they are feeling worried Know that sharing how they feel can help solve a worry Know that remembering happy times can help us move on	Know that animals including humans have a life cycle Know that changes happen when we grow up Know that people grow up at different rates and that is normal Know the names of male and female private body parts Know that there are correct names for private body parts and nicknames, and when to use them Know which parts of the body are private and that they belong to that person and that nobody has the right to hurt these Know who to ask for help if they are worried or frightened Know that learning brings about change	Know that life cycles exist in nature Know that aging is a natural process including old-age Know that some changes are out of an individual's control Know how their bodies have changed from when they were a baby and that they will continue to change as they age Know the physical differences between male and female bodies Know the correct names for private body parts Know that private body parts are special and that no one has the right to hurt these Know who to ask for help if they are worried or frightened Know there are different types of touch and that some are acceptable and some are unacceptable	Know that in animals and humans lots of changes happen between conception and growing up Know that in nature it is usually the female that carries the baby Know that in humans a mother carries the baby in her uterus (womb) and this is where it develops Know that babies need love and care from their parents/carers Know some of the changes that happen between being a baby and a child Know that the male and female body needs to change at puberty so their bodies can make babies when they are adults Know some of the outside body changes that happen during puberty Know some of the changes on the inside that happen during puberty	Know that personal characteristics are inherited from birth parents and this is brought about by an ovum joining with a sperm Know that babies are made by a sperm joining with an ovum Know the names of the different internal and external body parts that are needed to make a baby Know how the female and male body change at puberty Know that personal hygiene is important during puberty and as an adult Know that change is a normal part of life and that some cannot be controlled and have to be accepted Know that change can bring about a range of different emotions	Know what perception means and that perceptions can be right or wrong Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know that sexual intercourse can lead to conception Know that some people need help to conceive and might use IVF Know that becoming a teenager involves various changes and also brings growing responsibility	Know how girls' and boys' bodies change during puberty and understand the importance of looking after themselves physically and emotionally Know how a baby develops from conception through the nine months of pregnancy and how it is born Know how being physically attracted to someone changes the nature of the relationship Know the importance of self-esteem and what they can do to develop it Know what they are looking forward to and what they are worried about when thinking about transition to secondary school / moving to their next class
Vocabulary	Eye, Foot, Eyebrow, Forehead, Ear, Mouth, Arm, Leg, Chest, Knee, Nose, Tongue, Finger, Toe, Stomach, Hand, Baby, Grown-up, Adult, Change, Worry, Excited, Memories	Changes, Life cycles, Baby, Adult, Adulthood, Grown-up, Mature, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Learn, New, Grow, Feelings, Anxious, Worried, Excited, Coping.	Change, Grow, Control, Life cycle, Baby, Adult, Fully grown, Growing up, Old, Young, Change, Respect, Appearance, Physical, Baby, Toddler, Child, Teenager, Independent, Timeline, Freedom, Responsibilities, Male, Female, Vagina, Penis, Testicles, Vulva, Anus, Public, Private, Touch, Texture, Cuddle, Hug, Squeeze, Like, Dislike, Acceptable, Unacceptable, Comfortable, Uncomfortable, Looking forward, Excited, Nervous, Anxious, Happy.	Changes, Birth, Animals, Babies, Mother, Growing up, Baby, Grow, Uterus, Womb, Nutrients, Survive, Love, Affection, Care, Puberty, Control, Male, Female, Testicles, Sperm, Penis, Ovaries, Egg, Ovum / ova, Womb / uterus, Vagina, Stereotypes, Task, Roles, Challenge, Looking forward, Excited, Nervous, Anxious, Happy	Personal, Unique, Characteristics, Parents, Sperm, Egg / ovum, Penis, Testicles, Vagina / vulva, Womb / uterus, Ovaries, Making love, Having sex, Sexual intercourse, Fertilise, Conception, Puberty, Menstruation, Periods, Circle, Seasons, Change, Control, Emotions, Acceptance, Looking forward, Excited, Nervous, Anxious, Happy.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights.	Body-image, Self-image, Characteristics, Looks, Personality, Perception, Self-esteem, Affirmation, Comparison, negative body-talk, mental health, Uterus, Womb, Oestrogen, Fallopian Tube, Cervix, Develops, Puberty, Breasts, Vagina, Vulva, Hips, Penis, Testicles, Adam's Apple, Scrotum, Genitals, Hair, Broader, Wider, Sperm, Semen, Erection, Ejaculation, Urethra, Wet dream, Growth spurt, Larynx, Facial hair, Pubic hair, Hormones, Scrotum, Testosterone, Circumcised, Uncircumcised, Foreskin, Epididymis, Ovaries, Egg (Ovum), Period, Fertilised, Unfertilised, Conception, Having sex, Sexual intercourse, Making love, Embryo, Umbilical cord, IVF, Foetus, Contraception, Pregnancy, midwife, labour, Menstruation, Sanitary products, Tampon, Pad, Towel, Liner, Hygiene, Age appropriateness, Legal, Laws, Responsible, Teenager, Responsibilities, Rights, opportunities, freedoms, responsibilities, attraction, relationship, love, sexting, transition, secondary, looking forward, journey, worries, anxiety, excitement .



Curriculum Progression Document

Social and Emotional Progression

	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Being in my world	Identify feelings associated with belonging Identify feelings of happiness and sadness Skills to play cooperatively with others Be able to consider others' feelings Be responsible in the setting	Understanding that they are special Understand that they are safe in their class Identifying helpful behaviours to make the class a safe place Identify what it's like to feel proud of an achievement Recognise feelings associated with positive and negative consequences Understand that they have choices	Recognise own feelings and know when and where to get help Know how to make their class a safe and fair place Show good listening skills Recognise the feeling of being worried Be able to work cooperatively	Recognise self-worth Identify personal strengths Be able to set a personal goal Recognise feelings of happiness, sadness, worry and fear in themselves and others Make other people feel valued Develop compassion and empathy for others Be able to work collaboratively	Identify the feelings associated with being included or excluded Can make others feel valued and included Be able to take on a role in a group discussion / task and contribute to the overall outcome Can make others feel cared for and welcomed Recognise the feelings of being motivated or unmotivated Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Be able to identify what they value most about school Identify hopes for the school year Empathy for people whose lives are different from their own Consider their own actions and the effect they have on themselves and others Be able to work as part of a group, listening and contributing effectively Understand why the school community benefits from a Learning Charter Be able to help friends make positive choices Know how to regulate my emotions	Be able to make others feel welcomed and valued Know own wants and needs Be able to compare their life with the lives of those less fortunate Demonstrate empathy and understanding towards others Can demonstrate attributes of a positive rolemodel Can take positive action to help others Be able to contribute towards a group task Know what effective group work is Know how to regulate my emotions
Celebrating difference	Identify feelings associated with being proud Identify things they are good at Be able to vocalise success for themselves and about others successes Identify some ways they can be different and the same as others Recognise similarities and differences between their family and other families Identify and use skills to make a friend Identify and use skills to stand up for themselves Recognise emotions when they or someone else is upset, frightened or angry	Recognise ways in which they are the same as their friends and ways they are different Identify what is bullying and what isn't Understand how being bullied might feel Know ways to help a person who is being bullied Identify emotions associated with making a new friend Verbalise some of the attributes that make them unique and special	Understand that boys and girls can be similar in lots of ways and that is OK Understand that boys and girls can be different in lots of ways and that is OK Explain how being bullied can make someone feel Can choose to be kind to someone who is being bullied Know how to stand up for themselves when they need to Recognise that they shouldn't judge people because they are different Understand that everyone's differences make them special and unique	Be able to show appreciation for their families, parents and carers Use the 'Solve it together' technique to calm and resolve conflicts with friends and family Empathise with people who are bullied Employ skills to support someone who is bullied Be able to 'problem-solve' a bullying situation accessing appropriate support if necessary Be able to recognise, accept and give compliments Recognise feelings associated with receiving a compliment	Try to accept people for who they are Identify influences that have made them think or feel positively/negatively about a situation Identify feelings that a bystander might feel in a bullying situation Identify reasons why a bystander might join in with bullying Revisit the 'Solve it together' technique to practise conflict and bullying scenarios Identify their own uniqueness Be comfortable with the way they look Identify when a first impression they had was right or wrong Be non-judgemental about others who are different	Identify their own culture and different cultures within their class community Identify their own attitudes about people from different faith and cultural backgrounds Identify a range of strategies for managing their own feelings in bullying situations Identify some strategies to encourage children who use bullying behaviours to make other choices Be able to support children who are being bullied Appreciate the value of happiness regardless of material wealth Develop respect for cultures different from their own	Empathise with people who are different and be aware of my own feelings towards them Identify feelings associated with being excluded Be able to recognise when someone is exerting power negatively in a relationship Use a range of strategies when involved in a bullying situation or in situations where difference is a source of conflict Identify different feelings of the bully, bullied and bystanders in a bullying scenario Be able to vocalise their thoughts and feelings about prejudice and discrimination and why it happens Appreciate people for who they are Show empathy

Dreams and Goals	Understand that challenges can be difficult Recognise some of the feelings linked to perseverance Talk about a time that they kept on trying and achieved a goal Be ambitious Resilience Recognise how kind words can encourage people Feel proud Celebrate success	Recognise things that they do well Explain how they learn best Celebrate an achievement with a friend Recognise their own feelings when faced with a challenge Recognise their own feelings when they are faced with an obstacle Recognise how they feel when they overcome an obstacle Can store feelings of success so that they can be used in the future	Be able to describe their own achievements and the feelings linked to this Recognise their own strengths as a learner Recognise how working with others can be helpful Be able to work effectively with a partner Be able to choose a partner with whom they work well Be able to work as part of a group Recognise how it feels to be part of a group that succeeds and store this feeling	Recognise other people's achievements in overcoming difficulties Imagine how it will feel when they achieve their dream / ambition Can break down a goal into small steps Recognise how other people can help them to achieve their goals Can manage feelings of frustration linked to facing obstacles Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Can talk about their hopes and dreams and the feelings associated with these Can identify the feeling of disappointment Can identify a time when they have felt disappointed Be able to cope with disappointment Help others to cope with disappointment Can identify what resilience is Have a positive attitude Enjoy being part of a group challenge Can share their success with others Can store feelings of success (in their internal treasure chest) to be used at another time	Verbalise what they would like their life to be like when they are grown up Appreciate the contributions made by people in different jobs Appreciate the opportunities learning and education can give them Reflect on the differences between their own learning goals and those of someone from a different culture Appreciate the differences between themselves and someone from a different culture Understand why they are motivated to make a positive contribution to supporting others	Understand why it is important to stretch the boundaries of their current learning Set success criteria so that they know when they have achieved their goal Recognise the emotions they experience when they consider people in the world who are suffering or living in difficult circumstances Empathise with people who are suffering or living in difficult situations Be able to give praise and compliments to other people when they recognise that person's achievements
Healthy me	Recognise how exercise makes them feel Recognise how different foods can make them feel Can explain what they need to do to stay healthy Can give examples of healthy food Can explain how they might feel if they don't get enough sleep Can explain what to do if a stranger approaches them	Feel good about themselves when they make healthy choices Realise that they are special Keep themselves safe Recognise ways to look after themselves if they feel poorly Recognise when they feel frightened and know how to ask for help Recognise how being healthy helps them to feel happy	Desire to make healthy lifestyle choices Identify when a feeling is weak and when a feeling is strong Feel positive about caring for their bodies and keeping it healthy Have a healthy relationship with food Express how it feels to share healthy food with their friends	Able to set themselves a fitness challenge Recognise what it feels like to make a healthy choice Identify how they feel about drugs Can express how being anxious or scared feels Can take responsibility for keeping themselves and others safe Respect their own bodies and appreciate what they do	Can identify the feelings that they have about their friends and different friendship groups Recognise how different people and groups they interact with impact on them Identify which people they most want to be friends with Recognise negative feelings in peer pressure situations Can identify the feelings of anxiety and fear associated with peer pressure Can tap into their inner strength and knowhow to be assertive	Can make informed decisions about whether or not they choose to smoke when they are older Can make informed decisions about whether they choose to drink alcohol when they are older Recognise strategies for resisting pressure Can identify ways to keep themselves calm in an emergency Can reflect on their own body image and know how important it is that this is positive Accept and respect themselves for who they are Respect and value their own bodies Be motivated to keep themselves healthy and happy	Are motivated to care for their own physical and emotional health Are motivated to find ways to be happy and cope with life's situations without using drugs Identify ways that someone who is being exploited could help themselves Suggest strategies someone could use to avoid being pressured Recognise that people have different attitudes towards mental health / illness Can use different strategies to manage stress and pressure

Relationships	Can identify what jobs they do in their family and those carried out by parents/carers and siblings Can suggest ways to make a friend or help someone who is lonely Can use different ways to mend a friendship Can recognise what being angry feels like Can use Calm Me when angry or upset	Can express how it feels to be part of a family and to care for family members Can say what being a good friend means Can show skills of friendship Can identify forms of physical contact they prefer Can say no when they receive a touch they don't like Can praise themselves and others Can recognise some of their personal qualities Can say why they appreciate a special relationship	Can identify the different roles and responsibilities in their family Can recognise the value that families can bring Can recognise and talk about the types of physical contact that is acceptable or unacceptable Can use positive problem-solving techniques (Mending Friendships or Solve-it-together) to resolve a friendship conflict Can identify the negative feelings associated with keeping a worry secret Can identify the feelings associated with trust Can identify who they trust in their own relationships Can give and receive compliments Can say who they would go to for help if they were worried or scared	Can identify the responsibilities they have within their family Can use Solve-it-together in a conflict scenario and find a win-win outcome Know how to access help if they are concerned about anything on social media or the internet Can empathise with people from other countries who may not have a fair job/ less fortunate Understand that they are connected to the global community in many different way Can identify similarities in children's rights around the world Can identify their own wants and needs and how these may be similar or different from other children in school and the global community	Can identify feelings and emotions that accompany jealousy Can suggest positive strategies for managing jealousy Can identify people who are special to them and express why Can identify the feelings and emotions that accompany loss Can suggest strategies for managing loss Can tell you about someone they no longer see Can suggest ways to manage relationship changes including how to negotiate	Can suggest strategies for building selfesteem of themselves and others Can identify when an online community / social media group feels risky, uncomfortable, or unsafe Can suggest strategies for staying safe online/ social media Can say how to report unsafe online / social network activity Can identify when an online game is safe or unsafe Can suggest ways to monitor and reduce screen time Can suggest strategies for managing unhelpful pressures online or in social networks	Recognise that people can get problems with their mental health and that it is nothing to be ashamed of Can help themselves and others when worried about a mental health problem Recognise when they are feeling grief and have strategies to manage them Demonstrate ways they could stand up for themselves and their friends in situations where others are trying to gain power or control Can resist pressure to do something online that might hurt themselves or others Can take responsibility for their own safety and well-being
Changing me	Can identify how they have changed from a baby Can say what might change for them they get older Recognise that changing class can illicit happy and/or sad emotions Can say how they feel about changing class/ growing up Can identify positive memories from the past year in school/ home	Understand and accepts that change is a natural part of getting older Can identify some things that have changed and some things that have stayed the same since being a baby (including the body) Can express why they enjoy learning Can suggest ways to manage change e.g. moving to a new class	Can appreciate that changes will happen and that some can be controlled and others not Be able to express how they feel about changes Show appreciation for people who are older Can recognise the independence and responsibilities they have now compared to being a baby or toddler Can say what greater responsibilities and freedoms they may have in the future Can say who they would go to for help if worried or scared Can say what types of touch they find comfortable/ uncomfortable Be able to confidently ask someone to stop if they are being hurt or frightened Can say what they are looking forward to in the next year	Can express how they feel about babies Can describe the emotions that a new baby can bring to a family Can express how they feel about puberty Can say who they can talk to about puberty if they have any worries Can identify stereotypical family roles and challenge these ideas e.g. it may not always be Mum who does the laundry Can identify changes they are looking forward to in the next year Can suggest ways to help them manage feelings during changes they are more anxious about	Can appreciate their own uniqueness and that of others Can express how they feel about having children when they are grown up Can express any concerns they have about puberty Can say who they can talk to about puberty if they are worried Can apply the circle of change model to themselves to have strategies for managing change Have strategies for managing the emotions relating to change	Can celebrate what they like about their own and others' self- image and body-image Can suggest ways to boost self-esteem of self and others Recognise that puberty is a natural process that happens to everybody and that it will be OK for them Can ask questions about puberty to seek clarification Can express how they feel about having a romantic relationship when they are an adult Can express how they feel about having children when they are an adult Can express how they feel about becoming a teenager Can say who they can talk to if concerned about puberty or becoming a teenager/adult	Recognise ways they can develop their own self-esteem Can express how they feel about the changes that will happen to them during puberty Recognise how they feel when they reflect on the development and birth of a baby Understand that mutual respect is essential in a boyfriend / girlfriend relationship and that they shouldn't feel pressured into doing something that they don't want to Can celebrate what they like about their own and others' self- image and body-image Use strategies to prepare themselves emotionally for the transition (changes) to secondary school

Stanford in the Vale Primary School

Religious Education





Curriculum Progression Document

RE Progression Map – Jigsaw Scheme of Learning							
Curriculum Coverage							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Au 1	**Special People** What makes people special to me and others? (Enquiry 1, 4-5)	**Christianity** What do Christians believe about God?	**Christianity** Is it possible to be kind to everyone all the time?	**Islam** Does praying at regular intervals help Muslims in their everyday lives? (Enquiry 1, 7-9)	**Sanatana Dharma** Does visiting the Gamges make a person a better Sanatani? (Enquiry 1, 7-9)	**Humanism** What motivates Humanists to lead good lives? (Enquiry 1, 7-9)	**Sanatana Dharma** How can Braham be everywhere and in everything? (Enquiry 2, 9-12)
Au 2	**Christmas (Incarnation)** What is Christmas? (Enquiry 2, 4-5)	**Christianity** What gifts might Christians in my town have given Jesus is he was born here?	**Christianity** What do Christians believe God gave Jesus to the world?	**Christianity** Has Christmas lost its true meaning?	**Christianity** What is the most significant part of the nativity story for Christians today?	**Christianity** Is the Christmas Story true?	**Christianity** How significant is it that Mary was Jesus's mother?
Sp 1	**Celebrations in different cultures and world views** How do people celebrate? (Enquiry 3, 4-5)	**Judaism** Who is God to the Jews? (Enquiry 1, 5-7)	**Judaism** What is the best way for a Jew to lead a good life? (Enquiry 1, 7-9)	**Christianity** Did Jesus heal people? Did he perform miracles or is there some explanation?	**Sanatana Dharma** What do some deities tell Sanatanis about God? (Enquiry 2, 7-9)	**Islam** What is the best way for a Muslim to show commitment to God (Enquiry 1, 9-12)	**Christianity** Is anything ever eternal?
Sp 2	**Easter (Salvation)** What is Easter? (Enquiry 4, 4-5)	**Christianity** Why was Jesus welcomed like a king or celebrity by the crowds on Palm Sunday?	**Christianity** How important is it to Christians that Jesus came back to life after his crucifixion? n	**Christianity** What is 'good' about Good Friday?	**Christianity** Is forgiveness always possible for Christians?	**Christianity** How significant is it for Christians to believe that God intended Jesus to die?	**Christianity** Is Christianity still a strong religion over 2000 years after Jesus was on Earth?
Su 1	**Stories** What can we learn from stories? (Enquiry 5, 4-5)	**Judaism** Is Shabbat important to Jewish children? (Enquiry 2, 5-7)	**Judaism** How do Jewish beliefs, teachings and stories impact daily life? (Enquiry 2, 7-9)	**Islam** Does completing a pilgrimage make a person a better Muslim? (Enquiry 2, 7-9)	**Sanatana Dharma** What is the best way for a Sanatani to lead a good life? (Enquiry 3, 7-9)	**Islam** How is the Qur'an vital to Muslims today? (Enquiry 2, 9-12)	**Sanatana Dharma** Do beliefs in Karma, Samsara and Moksha help Sanatanis lead good lives? (Enquiry 3, 9-12)
Su 2	**Special Places** What makes places special? (Enquiry 6, 4-5)	**Judaism** Does visiting the Synagogue help Jewish children feel closer to God? (Enquiry 3, 5-7)	**Sanatana Dharma** Who is God to Sanatanis? (Enquiry 1, 5-7)	**Islam** What is the best way for a Muslim to live a good life? (Enquiry 3, 7-9)	**Christianity** Do people need to go to church to show they are Christian?	**Christianity** What is the best way for a Christian to show commitment to God?	**Humanism** How do inspirational people impact on how humanists live today? (Enquiry 1, 9-12)



Curriculum Progression Document

	FS	1	2	3	4	5	6
Themes and Content for Early Years	Special people, Christmas (incarnation), celebrations in different cultures and world views, Easter (salvation). stories and special places.						
Vocabulary	Ten Commandments, God, Jesus, Christmas, Son of God, Christians, Saviour, Incarnation, Nativity, Easter, Jerusalem, disciples, Garden of Gethsemane, prayer, Priest, creation, places of worship, wedding, Baptism, celebration, resolution, Chinese New Year, Nowruz, Nokhodi, Haji Firuz, Sanatana Dharma, Holi, Moses, Judaism, Jews, Jewish, synagogue, kippah, Islam, Muslim, Allah, Mosque, Sikh						

Themes and Content: Christianity		Creation, God the Father as an introduction to the Trinity. Incarnation, God the Son – continuation of introduction to the Trinity. Salvation, God the Son – continuation of introduction to the Trinity.	Jesus's example as the Son of God. Christmas - Jesus as a gift from God (incarnation). Salvation - Resurrection of Jesus at Easter.	The meaning of Christmas to Christians including extending kindness and considering why Jesus was born (the incarnation). Jesus' Miracles including the healing of the leper, the healing of the wise man and the healing of the paralysed man. The Easter story and its meaning to Christians in the belief that Jesus came back to life and therefore they may receive life after death.	Revisiting the Christmas story with a focus on the symbolism of different parts and how they might be meaningful in different ways to different people, including the use of the Christingle. Revisiting the Easter story with a focus on the teaching of Jesus about forgiveness (7x70 times) and the people that Jesus forgave (Peter and the people who crucified him and were crucified with him). Uses of the church for worship and other events such as baptism and taking of Holy Communion.	Incarnation, focussing on the elements of the Christmas story which may cause debate (e.g. shepherds being on the hills in December, a census in the winter when people had to travel) and how this may or may not affect people's beliefs. Salvation, focussing on whether this was Jesus' destiny or his free will, looking at the actions taken in Holy Week. Beliefs and practices including the 10 Commandments, Love your neighbour as yourself, charity work and prayer and worship practices.	Incarnation focussing on the annunciation and Mary's background. This enquiry discusses the Christians belief in Mary's virginity. Salvation and eternal life, agape and forgiveness. What might motivate a Christian to show these qualities considering the belief in heaven. Festivals and celebrations, symbols and Christian organisations, ways in which Christianity is influencing lives today with its impact on people round the world and in this country.
Vocabulary		Bible, New Testament, Old Testament, Genesis, Christian, Christianity, Harvest, creation, Magi/Wise Men, gold, frankincense, myrrh, incarnate/incarnation, disciples, salvation, Palm Sunday, miracle, tomb.	Samaritan, Levite, Zaccheus, gospel, parables, Galilee, pharisee, symbol, Trinity, Son of God, incarnation, Advent, saviour, forgiveness, Heaven, Easter, Garden of Gethsemane, crucifixion, New Testament.	Holy Spirit, Saviour of the World, Lord of Love, Incarnation, pharisee, disciples, miracle, Good Friday, gospel, Easter, The Last Supper, sacrifice, resurrection, crucifixion, communion.	Incarnation, Holy Spirit, Christingle, clergy, symbol, gospel, Lamb of God, Messiah, Holy Communion/Eucharist, denomination. Worship, rites of passage, chalice, The Last Supper, evangelical, saints, Baptism.	Denomination, incarnation, gospel writers, rites of passage, Holy Spirit, confirmation, communion, crucifixion, resurrection, salvation, life after death, commitment, Trinity, The Lord's Prayer.	Annunciation, Holy Spirit, incarnation, oath, consubstantial, Messiah, salvation, commandments.

Themes and Content: Judaism		Introduction to Judaism including God's covenant with Abraham, the Jewish belief in one God, the story of Moses and the 10 Commandments, and the 613 Mitzvot. Shabbat - The Jewish creation story, Shabbat and the synagogue as a place of worship during Shabbat. Synagogue - The importance of Jerusalem and pilgrimage there, and the synagogue as a place of worship and community.	Abraham and Isaac and God's covenant with Abraham, Jewish marriage, Tikkun Olam, Tu B'Shevat, Mitzvah Day. Kosher, Kashrut rules from the Torah, foods that are treif and parev; the story of the Passover and the symbolism of the Seder plate.				
Vocabulary		Jews, Judaism, Torah, Rabbi, synagogue, Star of David, charter, Abraham, The Ten Commandments, Canaan, Mount Sinai, Moses, Mitzvah/Mitzvot, sabbath, shabbah, challah bread, Kiddish cup, kippah, Havdalah candle, shalom, Ark, Yad, Hebrew, Bimah, Ner tamid, tallit, Mezuzah, Western Wall/Wailing wall, Jerusalem, temple, orthodox, Tanakh, sorer.	Jews, Judaism, Torah, Rabbi, synagogue, Star of David, Rules Charter, Abraham, Issac, sacrifice, wedding, marriage, (c)huppa, kippah, ketubah, Mitzvoth, Mitzuah Day, Tikkun olam, Tu B'shevat, shabbat, The Ten Commandments, kashrut, trief, parev, mitzvot, Passover, Seder meal, Seder plate, plagues, Pesach, unleavened, Karpass, Zro'a, Marror, charoset.				

Themes and Content: Islam				Prayer (Salat/Salah) and prayer times, why Muslims might pray, prayer at home and at the mosque, story of the Night Journey, preparations for prayer, some of the 99 names of Allah, and the impact of prayer on the life of a Muslim. Pilgrimage - preparations for visiting Makkah, clothes worn and actions taken there, conditions for pilgrimage to Makkah, impact on life of a Muslim. Pillars, belief in life after death and the role of the two angels and the judgement of Allah, teachings from the Qur'an and Hadith, Zakat, Sadaqah, fasting during Ramadan.		The importance of prayer, helping the poor and needy, purification of wealth, Ramadan, importance of Allah in the life of a Muslim and why they would want to show Allah respect and commitment. Important events during the Night of Power and the giving of the Qur'an, actions a Muslim might take to show respect to the Qur'an and why, sayings from the Qur'an and understanding that there may be different interpretations.	
Vocabulary				Allah, Muslims, Qur'an, Islam, prayer (Salat/Salah), Mosque, Ka'bah, pilgrimage, Hajj, Dome/Minaret, Makkah (Mecca), pilgrim, Grand Mosque, Mina, Arafat, Ummah, Ihram, Ramadan, Muhammad, Zakat/Zakah.		Allah, Muslims, Qur'an, Islam, refuge, Sangha, Ramadan, Makkah (Mecca), Zakat, Swam (fasting), Afterlife, Akhirah, Mosque, Surah, Jibr'ail, Muhammad, Night of Power, Kursi, Ayat.	

Themes and Content: Sanatana Dharma			Brahman as one supreme being in everything and everywhere. The Trimurti and what each aspect of Brahman represents. The Sanatani belief that there is one God in many different forms and how these deities are present in Sanatani beliefs and worship.		The importance of the River Ganges to Sanatanis and why they would make a pilgrimage there. What actions are taken at Varanasi because of the belief of Brahman in everything including the waters of the river. Belief in the deities and their aspects of the one supreme being which is Brahman. Focus on Ganesha and Lakshmi and what particular blessings they bestow. How the Sanatani beliefs in Karma, Atman and Moksha may affect the actions they take in their lives including devotion to God and actions to help society.		How Brahman takes on many forms (the children will look at a selection) and these show aspects of the one supreme deity, the Trimurti, the Aum. Sanatani belief in Karma and Reincarnation and different types of Dharma, Samsara and Moksha. The impact of these beliefs on the lives on Sanatanis including Sadhus.
Vocabulary			Atman, Brahman, Sanatani, Brahma, deity, supreme, God, Creator, Destroyer, Preserver, Shiva, Ganesha, Lakshmi, Puja, Vishnu		Atman, Brahman, Brahma, deity, Ganesha, Lakshmi, puja, pilgrimage, Ganges, Puranas, Samsara, Moksha, purifying, cremation, rituals, Trimurti, Karma, mandir, sewa, meditation.		Murti, Aum, Vishni, Shiva, Ganesha, Arti, Puja, reincarnation, Dharma – duty, Karma-action, Samsara, Moksha, Sadhu.

Themes and Content: Humanism						Humanist beliefs on how the world began and why it is important to look after it using the example of Humanist Climate Action.	Humanist role models and how they impact on actions a Humanist might take.
Vocabulary						Humanism, Humanist, Big Bang, evolution, Golden Rule.	Atheist, physics, Nobel Prize, naturalist, natural selection, anatomist, anthropologist, archaeology, palaeopathology, ethical, commonality.

Stanford in the Vale Primary School

Science



Curriculum Progression Document

Science - Termly Coverage						
	Autumn 1	**Autumn 2**	**Spring 1**	**Spring 2**	**Summer 1**	**Summer 2**
Foundation Stage				**Growing** *What grows in our garden?* To know how to describe similarities and differences between environments – linked to what grows there.	**Amazing Animals** *What is amazing about animals around the World?* To know how to show care and concern for living things in the environment. To know how to match animals to their babies. To know how to identify if animals live in our country or other countries. To know how caterpillars and tadpoles grow and change over time.	
Year 1	**Seasons / Weather** *How do I know what season it is?* ***Seasonal Changes*** Know the four seasons and some signs of each. Know how weather and daylight change across the year. Know how trees and animals change with the seasons.		**Our School** *I wonder if I would have liked Stanford School a long time ago?* ***Animals Including Humans*** Know and name a variety of common animals and what they eat. Know the basic parts of the human body and link them to senses. Know that animals need food to survive		**Castles – Kings and Queens** *Who lives in a Castle?* ***Everyday Materials*** Know the names and properties of everyday materials like wood, plastic and metal. Know that materials are chosen for objects based on their properties. Know that materials can be grouped in different ways (e.g. hard/soft, waterproof).	**The Seaside** *Why isn't there a beach in Stanford?* ***Plants*** Know and name the basic parts of a plant. Know that plants need water and light to grow. Know and identify common garden and wild plants.
Year 2	**Hot and Cold Climates** *Would you rather live in a hot desert or cold desert?* ***Living Things and Their Habitats*** Know the difference between living, dead and never alive. Know how animals are suited to their habitats. Know that simple food chains show how animals get energy.	.	**The United Kingdom** *What makes the UK a great place to visit?* ***Animals Including Humans*** Know that animals grow and change as they develop. Know the basic needs of humans and animals for survival. Know that hygiene and exercise help keep us healthy.	**Kenya** *How does Nairobi compare to Stanford in the Vale?* ***Plants*** Know that seeds and bulbs grow into plants. Know that plants need water, light and warmth to grow. Know how to compare how well plants grow in different conditions.	**Brunel** *Who was Isambard Kingdom Brunel and why was he famous?* ***Materials*** Know that materials have properties like stretchiness, hardness and flexibility. Know why materials are suited to particular uses. Know how materials can be changed by bending, twisting or stretching.	**G**

	Autumn 1	Autumn 2	Spring 1	Spring 2	Summer 1	Summer 2
Year 3	**Stone Age-Iron Age** *How did life change from Stone Age to Iron Age?*	**From Normandy to Oxfordshire** *Would I rather live in Oxfordshire or Normandy?*		**Plants** *How do all parts of a plant work together?*	**London** *Why would you want to live in London?*	**Light & Shadows** *How are shadows useful?*
	Rocks Know how to group rocks by their properties. Know how fossils form in sedimentary rock. Know that soil is made from rocks and organic matter	**Forces and Magnets** Know that some forces need contact and some act at a distance (e.g. magnets).Know that magnets attract or repel some materials. Know that magnets have two poles and behave in predictable ways.		***Plants*** Know the functions of roots, stem, leaves and flowers. Know how water is transported through a plant. Know the life cycle stages of flowering plants, including pollination and seed dispersal.	***Animals including humans*** *Know how to identify that animals, including humans need the right types and amount of nutrition* *Know how to identify that humans and some other animals have skeletons and muscles for support, protection and movement.*	***Light*** Know that darkness is the absence of light. Know how shadows form and change. Know that some materials reflect light.
Year 4	**Rivers and the Water Cycle (focus on the River Thames)** *Where does our water come from?*	**Electricity** *How does flipping a switch turn on a light bulb?*		**Volcanoes & Earthquakes** *Could you live near a volcano or earthquake zone?*	**Vikings** *Were the Vikings ruthless killers or peaceful settlers?*	**Countries in Europe (Traditional Foods)** *Where would you rather visit Scandinavia or Mediterranean?*
	States of Matter Know how to group materials as solids, liquids or gases. Know how materials change state when heated or cooled. Know the key parts of the water cycle and the roles of evaporation and condensation.	***Electricity*** Know which materials are conductors and insulators. Know how to build a simple circuit with key components. Know how a switch affects a circuit.		***Sound*** Know that sounds are made by vibrations. Know how sound travels through solids, liquids and gases. Know how pitch and volume can be changed.	***Living Things and Their Habitats*** Know how to group living things in different ways. Know how classification keys are used. Know that environments can change and this can affect living things.	***Animals Including Humans*** Know the basic parts and functions of the digestive system. Know the names and functions of different types of teeth. Know how food chains show energy flow in living things.

Year 5		**Earth and Space** *Why is the Earth's position in the solar system important?*	**Our Changing World –Environmental** *Are our actions damaging the World we share?*	**Properties and changes of Materials** *Why can't we always reverse changes to materials?*	**Ancient Greece** *What did the Ancient Greeks do for us today?*	**Greece - today – trade links / economic activity** *I wonder why Greece is a popular tourist destination?*
		Earth and Space Know the order and features of the planets in the solar system. Know how the Earth's rotation causes day and night. Know how the moon orbits Earth and has phases.	***Forces*** Know that gravity pulls objects towards the Earth. Know how air resistance, water resistance and friction affect movement. Know how levers, pulleys and gears help lift or move things.	***Materials*** Know how to compare materials based on their properties. Know what happens during dissolving and how to recover substances. Know the difference between reversible and irreversible changes.	***Living Things and Their Habitats*** Know the life cycles of different types of animals. Know how some plants reproduce sexually and asexually. Know about reproduction in mammals, birds, amphibians and insects.	***Animals Including Humans*** Know the stages of human development from birth to old age. Know what changes happen during puberty. Know the approximate gestation periods of different animals.
Year 6	**WWII** *What was it like to be a child during WWII?*	**North America** *How do the human and physical features of North America impact the people who live there?*	**Evolution and Inheritance** *How do fossils provide evidence that living things have changed over time?*	**The Ancient Maya** *Savages or Civilised? What were the Ancient Maya really like?*	**South America** *Why are the South American rainforests key to earth's survival?*	
	Light Know that light travels in straight lines. Know how we see things and how light is reflected. Know how shadows change and what causes them.	***Living Things and Their Habitats*** Know how to classify animals and plants based on characteristics. Know the main groups of microorganisms. Know how classification systems are used in science.	***Evolution and Inheritance*** Know that living things inherit traits from their parents. Know that variation exists between individuals of the same species. Know how adaptation can lead to evolution over time.	***Animals Including Humans*** Know the functions of the heart, lungs and blood vessels. Know how nutrients and oxygen are transported in the body. Know the effects of diet, drugs and exercise on health.	***Electricity*** Know how to draw and interpret circuit diagrams using symbols. Know the effect of changing voltage in a circuit. Know how different components function within a circuit.	



Curriculum Progression Document

Science Progression Map							
	Foundation	Year One	Year Two	Year Three	Year Four	Year Five	Year Six
Key Enquiry Questions	• How do we know the seasons are changing? • What animals do I know, and how do they grow?	• How do I know what season it is? • Why isn't there a beach in Stanford? • What animals can I find in my local area?	• Would you rather live in a hot or cold desert? • How does Nairobi compare to Stanford in the Vale?	• Would I rather live in Oxfordshire or Normandy? • How are shadows useful?	• How do volcanoes and earthquakes impact the settlement of humans? • How does the climate of a country affect its geography and people?	• Why is the Earth's position in the solar system important? • Are all changes reversible?	• Why are the South American rainforests key to Earth's survival? • How do the human and physical features of North America shape people's lives?
Substrative Knowledge	• Understand that weather changes across the seasons (Seasonal Change). • Recognise that animals grow and change as they develop (Animals including Humans). • Know that some animals are wild and some are pets (Animals including Humans).	• Identify and name a variety of common animals, including pets (Animals including Humans). • Recognise and label parts of the human body linked to senses (Animals including Humans). • Name and describe everyday materials and their properties (Materials). • Identify common wild/garden plants and their parts (Plants). • Describe seasonal weather and observe changes across the year (Seasonal Change).	• Compare things that are alive, dead, and never alive (Living Things and Their Habitats). • Describe how animals obtain their food from plants and other animals (Living Things and Their Habitats). • Understand basic needs for survival (Animals including Humans). • Identify and describe the uses of everyday materials (Materials). • Observe how seeds and bulbs grow into mature plants (Plants).	• Compare and group rocks and describe fossil formation (Rocks). • Understand the functions of plant parts and how water is transported (Plants). • Identify nutrition types and the role of skeletons and muscles (Animals including Humans). • Observe how magnets attract and repel (Forces and Magnets). • Recognise that shadows are formed when light is blocked (Light).	• Group materials as solids, liquids and gases (States of Matter). • Construct and label electrical circuits (Electricity). • Describe the digestive system and types of teeth (Animals including Humans). • Explain how sounds are made and travel (Sound). • Classify living things using keys and explain environmental changes (Living Things and Their Habitats).	• Describe the movement of the Earth and Moon (Earth and Space). • Identify gravity, air and water resistance (Forces). • Compare material properties and changes (Materials). • Describe the life cycles and reproduction of animals and plants (Living Things and Their Habitats). • Understand changes as humans develop to old age (Animals including Humans).	• Classify living things including microorganisms (Living Things and Their Habitats). • Understand evolution and inheritance using fossils and traits (Evolution and Inheritance). • Describe the function of the circulatory system (Animals including Humans). • Understand how light travels and how we see things (Light). • Use recognised symbols to represent circuit components (Electricity).
Disciplinary Knowledge	• Begin to observe changes in the environment and living things. • Talk about their observations using appropriate vocabulary. • Explore natural processes through play and questioning.	• Understand that scientists observe, test and group to find out about the world. • Begin to understand that some things change over time and others stay the same. • Learn that scientific ideas can be supported by simple evidence.	• Learn that scientists sort and compare living and non-living things. • Understand that observations help to answer questions about the natural world. • Know that scientific ideas are supported by evidence from tests and observations.	• Understand that scientists use comparative testing to learn about materials and forces. • Learn that predictions are based on prior knowledge and experience. • Know that scientific diagrams help to explain findings.	• Know that scientific ideas are tested through observation and measurement. • Understand that different types of enquiry are used depending on the question. • Learn that data loggers and tools improve scientific accuracy.	• Understand that testing and observation help refine scientific ideas. • Recognise that some changes can be reversed and others cannot. • Understand that scientific models help explain concepts like the solar system.	• Understand that scientific theories are supported by evidence over time. • Learn how classification systems are developed. • Recognise the importance of peer review and replication in science.

Working Scientifically	• Talk about what is seen using simple words. • Use senses to explore and compare materials and living things. • Begin to ask questions about the world around them.	• Ask simple questions and use observations to answer them. • Observe closely using simple equipment. • Perform simple tests and gather/record data. • Identify and classify living and non-living things. • Use simple data recording methods like drawings and labels.	• Ask questions and use secondary sources for information. • Carry out simple comparative tests. • Record results using drawings, tables and diagrams. • Group and classify objects and materials. • Use measurements such as °C, ml and cm.	• Set up simple comparative and fair tests. • Take accurate measurements using standard units. • Record findings using tables and bar charts. • Identify and describe simple patterns. • Draw simple conclusions from results.	• Plan and carry out fair tests using control variables. • Use data loggers and thermometers accurately. • Record findings using scientific diagrams and keys. • Group and classify living things with justification. • Interpret results and suggest improvements.	• Plan investigations controlling variables. • Take repeated measurements for reliability. • Use line graphs and scientific diagrams to record data. • Use evidence to support and refute ideas. • Make predictions based on scientific knowledge.	• Use precise measurements and repeat tests for reliability. • Present data in line graphs and detailed diagrams. • Use scientific language to explain causal relationships. • Evaluate the strength of evidence and trust in results. • Identify scientific evidence that supports or refutes ideas.
Key Vocabulary	• season • weather • sun • rain • animal • pet • baby • adult • grow • care	• Senses • Mammal • Herbivore • Waterproof • Material • Evergreen • Deciduous • Body parts • Season • Weather	• Habitat • Microhabitat • Offspring • Survival • Hygiene • Food chain • Bulb • Squash • Material • Suitability	• Magnet • Fossil • Skeleton • Shadow • Reflection • Roots • Dispersal • Soil • Contact force • Surface	• Evaporation • Condensation • Circuit • Conductor • Vibration • Pitch • Habitat • Digestive system • Molars • Environment	• Gravity • Orbit • Dissolve • Solution • Life cycle • Reproduction • Friction • Resistance • Irreversible • Gestation	• Evolution • Inheritance • Adaptation • Circulatory system • Voltage • Classification • Microorganism • Refraction • Offspring • Prediction